

Associate Professor  
Department of Mass Communication  
Nicholls State University  
rya.butterfield@nicholls.edu

**Skills Summary**

*(Reference the listed page numbers for more information on that skill or experience.)*

- Expert in the theory and practice of audience analysis, applicable to
  - conveying information on government policies, scientific materials, and related facts to varied audiences using a wide range of resources;
  - writing talking points for public events;
  - experience writing for and using the Internet, social media, and web pages to communicate information to the public, media, and internal audience; and
  - working and interacting with various stakeholders, both independently and as part of a team (p. 6-17, 22-26).
- Expert level persuasive strategy, applicable to developing and implementing communication strategies and products for an organization (p. 6-17).
- Trained and well-practiced at evaluation using qualitative methodologies, applicable to developing and implementing effective communication strategies and products (p. 5-22, 26).
- Highly practiced in open source and case-study based research, beneficial for
  - writing talking points for public events and other such appearances; and
  - working and interacting with various stakeholders, both independently and as part of a team (p. 17-23).
- Proven ability to collaborate and nurture partnerships for establishing and maintaining working relationships with a wide array of stakeholders (6 years of leadership in an intercultural research organization and 2 years managing the organization's program planning across all areas of communication research) (p. 3-4, 7-9, 22).
- Excellent written communication, applicable to writing and editing articles and other written communication materials (p. 17-18).
- Excellent digital communication, applicable to writing for and using the Internet, social media, and web pages to communicate information to the public, media, and internal audience (p. 3, 7-8, 22).
- Excellent interpersonal communication skills, for working and interacting with various stakeholders, both independently and as part of a team (p. 6-17, 22-26).

- Highly resilient in fast-paced and challenging environments and flexible in uncertain situations. This adaptability is an important qualification for
  - writing talking points for public events and other such appearances; and
  - working and interacting with various stakeholders, both independently and as part of a team (p. 6-17).
- Demonstrates a high level of cultural competence when undertaking audience analysis, channel selection, and message development, significant to
  - writing talking points for public events and other such appearances;
  - writing for and using the Internet, social media, and web pages to communicate information to the public, media, and internal audience; and
  - working and interacting with various stakeholders, both independently and as part of a team.

This qualification has been developed through experience teaching diverse student bodies, teaching courses in intercultural communication, conducting intercultural research, and collaborating through intercultural professional research associations (p. 3-4, 7-9, 22-26).

### **Highlights of Specialized Experience**

- (January 2020-August 2020) Speech Area Coordinator in the Department of Mass Communication at Nicholls State University (p. 14-15).
  - In this position, I have aided internal leaders by interpreting university policies in order to convey information to the speech faculty and students;
  - developed and implemented communication strategies and products for the speech minor;
  - wrote and edited written communication materials for print, social media, and websites to communicate information to the public, media, and internal audiences on behalf of the speech area faculty; and
  - worked and interacted with various stakeholders, both independently and as part of the speech faculty team.
- (August 2008-May 2011 and August 2013-July 2020) 10 years of teaching persuasive strategy, including commemorative public address for the presentation of awards and other ceremonial functions (p. 6-17).
  - Instruction included topics such as interpreting government policies, scientific materials, and related facts in order to convey information to varied audiences using a wide range of resources;
  - developing and implementing communication strategies and products for organizations;
  - writing and editing articles and other written communication materials; and
  - writing talking points for public events and other such appearances.
- (August 2017-August 2020) 3 years as the Event Organizer and Lead Debate Coach of the Speech Forum, a public forum style debate that is open to the general public and held twice each year at Nicholls State University (p. 9-10, 24).
  - As event organizer, I worked and interacted with various stakeholders;
  - wrote and edited articles and other written communication materials about the Speech Forum; and
  - wrote for and used the Internet, social media, and web pages to communicate information to the public, media, and internal audience about the Speech Forum.

- As the lead debate coach, I coached students on how to interpret government policies, scientific materials, and related facts in order to convey information to varied audiences;
- how to develop and implement communication strategies; and
- how to write talking points for public events.
- (August 2017-August 2020) 3 years as the Speech Forum Moderator (p. 10).
  - As moderator, I engaged the public in two-way communication and moderated comments before audiences of 300+ people.
- (August 2013-September 2017) 4 years as a debate coach for the Speech Forum (p. 10, 25).
  - I coached speakers on the interpretation of government policies, scientific materials, and related facts in order to convey information to varied audiences;
  - the process of developing and implementing a communication strategy; and
  - how to write talking points for public events.
- (August 2007-August 2020) 34 paper presentations, panel discussions, and panel responses (p.19-22).
  - I have developed well-researched, accurate, and well-written materials to include in talking points and speeches for internal and external audiences as an expert in the field; and
  - prepared speeches and presentations using data and graphical elements.
- (August 2007-May 2010, August 2013-August 2020) 10 years of teaching public speaking (p. 6-17).
  - Topics of instruction included interpreting government policies, scientific materials, and related facts in order to convey information to varied audiences using a wide range of resources; and
  - writing talking points for public events and other such appearances.
- (August 2020) Service on the University Required Education Committee (p. 7).
  - On this committee, I represented the department's perspective at internal meetings with subject area experts in other fields;
  - interpreted university policies; and
  - wrote and edited materials to communicate university requirements.
- (November 2014-August 2020) 6 years of service on the Executive Board of the Association for Chinese Communication Studies (ACCS), a national organization with international partner engagement (p. 7-8, 22).
  - In this position, I interacted with other higher-level officials to develop and implement cohesive and collaborative communication strategies for ACCS; and
  - interpreted ACCS policies as well as the policies of the National Communication Association (NCA) with which the ACCS is an affiliate.
- (November 2016-August 2020) ACCS Webmaster (p. 8, 22).
  - As webmaster, I managed ACCS' social media and communication tools per ACCS policy;
  - regularly posted to these accounts to share information and engage the public;
  - created new content and repurposed content in a format appropriate to each tool;
  - participated in ACCS planning meetings to provide cohesive communication strategies; and
  - advised management on potential planning conflicts and resource constraints.

- (November 2016-October 2018) Program Planner (p. 8, 22).
  - As program planner, I interpreted NCA policies to manage the collection, review, and final determination on submissions made to ACCS for presentation at NCA's annual convention.
  - I developed and implemented communication strategies;
  - wrote and edited articles and other written communication materials;
  - used the Internet, social media, and web pages to communicate information to the public, media, and internal audience;
  - interacted with various stakeholders, both independently and as part of a team;
  - wrote talking points for public events and other such appearances; and
  - organized and scheduled the annual business meeting.
- (November 2015-October 2016) President of ACCS (p. 8-9, 22).
  - As president, I established rapport with continuously changing stakeholders;
  - represented ACCS' perspective in internal and external meetings with social scientists and educators; and
  - wrote talking points for public events and other such appearances.
- (November 2014-October 2015) Vice President of ACCS (p. 9, 22).
  - As vice president, I assisted the executive officer in short-term and long-term development and implementation of communication strategies and products for an organization (ACCS); and
  - worked and interacted with various stakeholders, both independently and as part of a team.
- (August 2010-August 2020) Publication activity has included 7 refereed journal publications and 1 in press, 1 book chapter and 1 in press, 3 refereed book reviews (p. 17-18).
  - In the process of conducting this research, I developed well-researched, accurate, and well-written materials to include in copy for printed and electronically posted materials; and
  - edited documents to ensure accuracy and clarity and correct formatting, grammar, and spelling for publication.
- (August 2017-May 2018) Courses & Curricula Committee at Nicholls State University (p. 7).
  - On this committee, I interpreted university policies and related facts in order to convey information to varied audiences;
  - wrote and edited communication materials; and
  - worked and interacted with various stakeholders, both independently and as part of a team.
- (May 2006-August 2006 and May 2007-August 2007) Marketing internship at Intercat, Inc., a U.S. based company with international clientele (p. 17).
  - As an intern, I developed accurate and well-written materials to include in copy for printed and electronically posted materials;
  - assisted in development and implementation of communication strategies and products for the organization; and
  - interacted with various stakeholders through customer service.

**Academic Training & Education**

**Ph.D.** (2007-2012) *Rhetoric, Minor in Political Science*, Department of Communication Studies, Louisiana State University, Baton Rouge, LA

**Dissertation:** “China’s 20th Century Sophist: Analysis of Hu Shi’s Ethics, Logic, and Pragmatism”

Study in these fields included writing and editing articles and other written communication materials, including research involving social media and other communication outlets; oral communication, writing and delivering talking points for public events and other such appearances; computer technologies and web-based applications, such as documentary filmmaking; and studies of strategic communications planning, including strategies to convey complex information to varied audiences on government policies, scientific materials, and related facts.

**M.A.** (2005-2007) *Corporate and Public Communication*, Department of Communication, Monmouth University, West Long Branch, NJ

**Thesis:** “Political Brimstone: The Shape of Religion in 21st Century American Presidential Campaigning”

(This thesis was awarded the 2008 Top Student Paper in the Political Communication Division at the Southern States Communication Convention.)

The subject matter of this master’s program included all aspects of written and oral communication pertinent to corporate and public communication needs, including developing and implementing communication strategies and products for an organization; writing and editing articles and other written communication materials; writing talking points for public events and other such appearances; and working and interacting with various stakeholders, both independently and as part of a team.

**Certification** (2005-2007) *Public Relations Specialist*, Department of Communication, Monmouth University, West Long Branch, NJ

This certification represents concentration on strategic communications planning, including the development and implementation of communication strategies and products for an organization; interpretation of government policies, scientific materials, and related facts in order to convey information to varied audiences using a wide range of resources; teamwork/collaboration and customer service; and writing talking points for public events and other such appearances.

**Certification** (2005-2007) *Media Studies Specialist*, Department of Communication, Monmouth University, West Long Branch, NJ

This certification focused on strategic communications planning and implementation, via written and oral communication, across social media and other communication outlets.

**B.A.** (2001-2005) *Communication Arts*, Ramapo College of New Jersey, Mahwah, NJ

**Focus:** Media Writing

**Honors:** Magna Cum Laude

**Internship:** Television Production

This degree developed ability in written and oral communication, teamwork/collaboration, computer technologies and web-based applications, and strategic communications planning.

**Employment History:**

**1. Associate Professor (Received tenure & promotion Fall 2019), August 2013-August 2020 (present)**

Nicholls State University, Department of Mass Communication

Supervisor: Dr. James Stewart, 985-448-4578, [james.stewart@nicholls.edu](mailto:james.stewart@nicholls.edu) (can contact)

**Responsibilities:** As a subject area expert in the university, to independently undertake undergraduate instruction in subjects related to public speaking and persuasion, such as audience analysis and message development, strategic communications planning, and communication theory; give service to both academic and public communities; and maintain currency, as an expert in the field, through research. Duties for each category include:

**Service Responsibilities**

- Serve on university-wide advisory committees to support leadership by providing communication advice on the development and implementation of communications strategies and plans.
- Work and interact with various stakeholders, both independently and as part of a team, including pursuit of partner engagement with external organizations for campus innovation.
- Collaborate with student organizations to develop communication activities that reflect appreciation of accepted theory, principles, methods, and practices.
- Advise student clubs to increase the performance of club involvement as a high impact learning practice that helps students draw connections between accepted theory and practice, in addition to developing technical credibility and self-direction.
- Organize events in my area of specialty for various audiences.
- Participate on hiring committees.
- Maintain active professional service outside the university.

**Highlighted Results**

- Consistently earned “exemplary performance,” the highest level, on annual service evaluations conducted by my supervisor. Annual service evaluations account for the following: student advising, student services, administrative services, university services, professional organizations, governmental or foundation service, professional, educational, community workshops/conferences, invited speaker, and consulting/community service.
  - 2019, Exemplary performance at 98%
  - 2018, Exemplary performance at 100%
  - 2017, Exemplary performance at 96%
  - 2016, Exemplary performance at 100%
  - 2015, Exemplary performance at 100%
  - 2014, Exemplary performance at 95%

- **(August 2017-May 2018) Courses & Curricula Committee at Nicholls State University** This committee is comprised of elected representatives from all institutional and academic units to ensure equal representation. My primary committee duty was to provide communication guidance to the Provost/Vice President for Academic Affairs through the faculty senate on planning, evaluating, and implementing changes to the university curriculum. Recommendations were based on analysis of whether or not the proposed changes are valid and consistent with the accepted principles and practices of the university mission.
  - On this committee, I interpreted university policies and related facts in order to convey information to varied audiences; and
  - wrote and edited communication materials.
  - This position provided experience working and interacting with various stakeholders, both independently and as part of a team.
- **(August 2019-December 2019) Peer Review Committee at Nicholls State University** I served, by dean's appointment, on the Peer Review Committee, which offers counsel and guidance to administrators on reviews concerning promotion and tenure policy. Members of this committee work to maintain the integrity of the tenure and promotion process.
- **(April 2014–May 2020) Language Coordinator**, the liaison for collaboration between Nicholls State University and the Confucius Institute at Xavier University.
  - I provided authoritative and professional expertise on partner engagement, which included how interactions with the Confucius Institute should be conducted and which teaching materials should be chosen to maximize the benefit of low cost native language instruction and avoid the use of low-quality materials in the university classroom.
  - This position provided experience working and interacting with various stakeholders, both independently and as part of a team, through negotiating and securing a Memorandum of Understanding (MOU) between the two universities.
- **(August 2020) Served on the University Required Education Committee.** This committee works to create and maintain a high-quality general education curriculum.
  - On this committee, I represented the department's perspective in internal meetings with subject area experts in other fields;
  - interpreted university policies; and
  - wrote and edited materials to communicate university requirements.
- Served as a leader in the ACCS for 6 years in the following capacities:
  - **(November 2014-October 2018) Executive Board**
    - I provided strategic communication advice and leadership on matters related to existing and proposed policies and programs;
    - interacted with other high-level officials to develop and implement cohesive and collaborative communication strategies for ACCS;

- and interpreted ACCS policies as well as the policies of NCA with which the ACCS is an affiliate.
- **(November 2016-October 2020) Webmaster**
  - Served as the association’s digital public relations professional by designing, building, and maintained the association’s webpage.
  - As webmaster, I managed ACCS’ social media and communication tools per ACCS policy; regularly posted to these accounts to share information and engage the public;
  - created new content and repurposed content in a format appropriate to each tool; participated in ACCS planning meetings to provide cohesive communication strategies; and
  - advised management on potential planning conflicts and resource constraints.
- **(November 2016-October 2018) Program Planner**
  - As program planner, I interpreted NCA policies to manage the collection, review, and final determination on submissions made to ACCS for presentation at NCA’s annual convention.
  - I developed and implemented communication strategies, like the blind peer review process for all submissions;
  - wrote and edited articles and other written communication materials, like the annual call for submissions;
  - used the Internet, social media, and web pages to communicate information to the public, media, and internal audience on the submission process and construction of thematic panels;
  - worked and interacted with various stakeholders, both independently and as part of a team, with other members of the executive board, to develop collaborations with other affiliates, divisions, and special interest groups;
  - wrote talking points for public events and other such appearances, like the annual ACCS dinner and business meeting; and
  - organized and scheduled the annual business meeting.
- **(November 2015-October 2016) President**
  - As president, I established rapport with continuously changing stakeholders;
  - represented ACCS’ perspective in internal and external meetings with social scientists and educators;
  - wrote talking points for public events and other such appearances;
  - analyzed organizational issues that might impact the future of the association;
  - provided management by delegating tasks to appointed sub-committees;
  - attended training sessions at the NCA convention to prepare for my subsequent duties as program planner;
  - acted as the representative of the association by responding to news media inquiries;
  - hosted the annual business meeting; and



- hosted the annual association dinner and post-dinner social.
- **(November 2014-October 2015) Vice President**
  - As vice president, I assisted the executive officer in short-term and long-term development and implementation of communication strategies and products for an organization (ACCS);
  - interacted with various stakeholders, both independently and as part of a team; and
  - provided leadership and organizational support to sub-committees tasked with program innovation, public relations, networking events, awards, and annual elections; and planned the association’s formal annual dinner.
- **(January 2019-May 2019) Faculty adviser for the student-run debate club.**
  - In this capacity, I assisted students with developing and implementing communication strategies and products for an organization
- **(August 2017-August 2020) 3 years as the Event Organizer and Lead Debate Coach of the Speech Forum,** a public forum style debate that is open to the general public and held twice each year at Nicholls State University.
  - **As event organizer,** I worked and interacted with various stakeholders;
  - wrote and edited articles and other written communication materials about the speech forum; and
  - wrote for and used the Internet, social media, and web pages to communicate information to the public, media, and internal audience about the speech forum.
  - Organization included recruiting students to tryout to be debaters.
  - During organization, I performed the duties of a public relations communication specialist by responding to news media inquiries about the event and the debaters.
  - Each semester, this debate provided over 300 students with the experience of a public forum style debate, complete with an open period for audience participation.
  - It provided the student debaters with a high impact experience that many reported to be the most impactful of their entire university experience.
  - All students experienced the power of strategic communication and learned about the necessity of informed public deliberation on newsworthy issues.
  - Debate topics are often related to complex issues related to government policies and science.
  - An audience poll is taken at both the beginning and end of the event. This data is collected for determining the short term impact of message development.
  - **As the lead debate coach,** I coached students on how to interpret government policies, scientific materials, and related facts in order to convey information to varied audiences.
  - Coaching topics included audience analysis, critical problem solving, technical credibility, self-direction, oral communication, how to develop and

implement communication strategies in message development; and, how to write talking points for public events.

- **(August 2017-August 2020) 3 years as the Speech Forum Moderator**
  - As moderator, I engaged the public in two-way communication and moderated comments before audiences of 300+ people, and
  - wrote talking points for the public event.
- **(August 2013-September 2017) 4 years as a debate coach for the Speech Forum.**
  - I coached speakers on the interpretation of government policies, scientific materials, and related facts in order to convey information to varied audiences;
  - the process of developing and implementing a communication strategy; and
  - how to write talking points for public events.
- **(August 2012-August 2020) Reviewed research manuscripts** and offered expert advice, informed by communication theory, on editorial actions.
  - Served on the editorial board for a book series, a national journal, and completed many guest external reviews for other national and international journals and book publishers (see p. 23-24).
  - This service included writing and editing articles and other written communication materials; and
  - working and interacting with various stakeholders, both independently and as part of a team.

### **Research Responsibilities**

- Research responsibilities included independently developing and maintaining an active program of research through self-direction;
- writing and editing articles and other written materials on communication research;
- writing talking points for public events and other such appearances to communicate research findings;
- maintaining expert knowledge by staying up to date on the accepted theory, principles, methods, and practices in all areas of communication research, including persuasive communication, health communication, interpersonal communication, media studies, and public relations; and
- working and interacting with various stakeholders, both independently and as part of a team.

### **Highlighted Results:**

- Consistently earned “exemplary performance,” the highest level, on annual service evaluations conducted by my supervisor.
  - 2019, Exemplary performance at 98%
  - 2018, Exemplary performance at 100%
  - 2017, Exemplary performance at 96%
  - 2016, Exemplary performance at 100%
  - 2015, Exemplary performance at 100%
  - 2014, Exemplary performance at 95%

- Presented research briefings or presentations to various stakeholders, including international audiences.
  - Delivered 34 paper presentations, panel discussions, and panel responses at 22 university, state, regional, national, and international conferences.
- Published two peer-reviewed manuscripts on strategic communications planning as it was used to carry out social reform by altering attitudes and modifying or eliminating certain behaviors.
- Published one peer-reviewed manuscript on a social reform theory modeled on rhetorical pragmatic argumentation, which holds self-direction, resilience, creativity, and oral communication skills as foundational to civic problem solving.
- Published one peer-reviewed manuscript on the strategic communication strategy known as soft power diplomacy.
- Published one peer-reviewed manuscript about the communication and practice of extralegal judgment and punishment, as shaped by social media channels.
- One peer-reviewed manuscript was published in Mandarin translation on the rhetorical development of Confucianism as both a communication theory and strategic communication strategy.
- Published one peer-reviewed book chapter on the essential role played by critical doubt in social reform theory.
- Published one book review.
- One book chapter on the use of “call-outs,” or publicly levied interpersonal accusations of wrong doing is currently in-press.

### **Instructional Responsibilities**

- Independently selecting high quality materials that are valid and consistent with the desired learning outcomes for courses offered as part of the speech minor program;
- interpreting government policies, scientific materials, and related facts in order to convey information to varied student audiences using a wide range of resources;
- developing and implementing communication strategies and products for classroom use;
- writing talking points for public events and daily lectures;
- using the Internet, social media, and web pages to communicate information to students;
- writing and editing articles and other written communication materials to assist with instruction;
- developing and implementing policies for class management;
- evaluating the effectiveness of the techniques employed in course instruction;
- developing and undertaking guided learning plans for students needing an independent study; and
- adapting in a fast-paced and challenging environment (such as seamlessly transitioning highly interactive speech classes online and providing stability to students during the Covid-19 pandemic).

### Highlighted Results

- Earned consistently high performance evaluations from my supervisor. Annual teaching evaluations account for the following: delivery of instruction, student evaluation, administrative evaluation, currency in field, professional improvement, innovation in teaching, and accessibility/interaction with students.
  - 2019, Exemplary performance at 95%
  - 2018, Exemplary performance at 95%
  - 2017, Exemplary performance at 94%
  - 2016, Exemplary performance at 94%
  - 2015, High performance at 92%
  - 2014, High performance at 93%
- Between 2013 and 2020, I undertook self-directed instruction of 4-5 of the courses listed below each fall and spring semester and 1-2 of the courses each summer semester (a total of 27-36 credit hours each academic year, or 189-252 credit hours overall).
  - Public Speaking – Students are led through the speech creation process. This includes methods for oral communication, like production of voice, articulation, pronunciation, and nonverbal communication; and methods for speech invention, including how to interpret government policies, scientific materials, and related facts in order to convey information to varied audiences using a wide range of resources; developing and implementing communication strategies; and writing talking points for public events and other such appearances.
  - Honors Public Speaking – This class includes everything that is included in the regular public speaking course. In the honors course, however, there is more emphasis on student self-direction and personal responsibility for the learning process. Honors students complete additional creative speaking assignments and research projects. Students are encouraged to take on more complicated topics, like those dealing with scientific subjects.
  - Intercultural Communication – Students are taught to discuss and practice reflective written communication on the critical outlook needed to apprehend and productively engage interactions marked by cultural difference. Students learn how to employ this outlook in the course of developing and implementing communication strategies as solutions to communication challenges.
  - Persuasive Communication – Students learn principles of persuasive communication for various disciplines, including marketing, public relations, scientific communication, etc. Students then apply these principles through practices that are valid and consistent with the accepted theory, principles, methods, and practices. Techniques for problem solving, audience analysis, and creativity are engaged for the development and implementation of communication strategies and messages across oral, written, and computer technologies employing audiovisual formats.

- Speaking Through Technology (fully on-line) – An overview of the foundations of communication theory and the skills necessary to communicate in various contexts to various groups. Students demonstrate their understanding of oral and written communication through recorded videos and online interactions. Emphasis is placed on communication strategies and tactics used in interpersonal, group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and demonstrate fundamental principles and techniques of human communication via web-based applications.
- Interviewing – The fundamental principles of interviewing are covered, including oral communication, the communication strategy behind question development, and interview structure. Students are prepared to perform as both the interviewer and interviewee through interviewing experiences inside and outside of the classroom.
- Social Movement Rhetoric – A social movement is a practical persuasive means by which a group of people responds to something they believe to be a pervasive public problem. This course begins by exploring how problems are publicly identified, deliberated on, and engaged as the groundwork for social movements. We then investigate the particularities of social movement rhetoric, such as the communicative strategies that encourage public assembly and coordinated action, the appeals made to attract and maintain supporters, the use of argumentation in message development and the use of symbolic persuasion across oral, written, and web-based audiovisual formats. Students examine case studies of social movements undertaken in the name of political, religious, environmental, and scientific debates.
- Rhetoric of Terrorism – Students use qualitative critical rhetorical research methods to investigate the formation, spread, and impact of the rhetoric of terrorism. Through research, students discover connections between communication strategies involved in message creation, and the dissemination of messages across social media and traditional electronic channels.
- New Media Ethics – This is a new course under preparation. Students will explore ethical issues related to new forms of electronic media, like social media. The issues arise from instances/trends in reporting from news media and citizen journalists on complex issues, like scientific issues of environmental activism and public health. Students are introduced to the debate over the role social media platforms should play in the oversight of content. Relevant communication theory is engaged to apprehend these issues from a rhetorical perspective.

- Rhetoric in the Western World – Students explore major issues of communication theory and philosophy in the history of Western rhetoric. Through case studies, students learn how the introduction of pivotal technologies change and problematize the communication landscape. We begin with Classical concerns about the technology of written communication and extend to contemporary concerns about misinformation on public health and scientific issues quickened by communication across electronic media channels, like social media.
- Contemporary Chinese Politics – Students are familiarized with contemporary China’s political environment, providing the groundwork for informed discussion of contemporary political issues and providing a starting point for students who are interested in further focus on China. Course content covers a variety of topics that are pertinent to issues of political change, stability, and legitimacy, such as ideology, economic reform, public health, migrant labor, corruption, civil society, and scientific issues. (I occasionally offer this course as an adjunct in the Political Science Program.)

2. **Speech Area Coordinator, January 2020-August 2020**

Nicholls State University, Department of Mass Communication

Supervisor: Dr. James Stewart, 985-448-4578, [james.stewart@nicholls.edu](mailto:james.stewart@nicholls.edu) (can contact)

**Responsibilities:** Providing leadership to the speech faculty, vision to the ongoing development of the speech minor, and assistance to internal leaders by acting as their communication conduit with the speech faculty. These responsibilities include:

- aiding internal leaders by interpreting university policies in to order to convey information to the speech faculty and direct the faculty in compliance;
- developing and implementing communication strategies and products for speech minor recruiting;
- writing and editing communication materials for print, social media, and websites to communicate information to the public, media, and internal audiences, such as newsletters, webinars, formal briefing papers, informational brochures, email notices and websites; and
- reviewing courses transfer students have completed at other institutions to ensure the integrity of the speech minor and the message its completion communicates to prospective employers.

**Highlighted Results:**

- I developed and implemented communication strategies and products for the speech minor, such as the speech minor course map, to assist students with timely completion of the minor degree and to ensure that graduates possess the qualifications to advance the integrity of the program; and written communication materials for print, social media, and websites on behalf of the speech area faculty.
- Worked and interacted with various stakeholders, both independently and as part of a team with the other speech faculty.
- Participated on faculty hiring committees.

- Led speech area class scheduling each semester.
- Acted as the primary point of contact and primary adviser for students interested in pursuing a speech minor.
- Assisted new speech faculty with technology, administrative needs, the use of online learning systems, and the creation of course content.
- Introduced 7 new courses to adapt the curriculum to the changing communication needs of employers.

3. **Adjunct Professor, January 2017-December 2019**

University of Texas Permian Basin, Communication Program

Senior Seminar in Communication (a fully on-line course)

Supervisor: Dr. Rachel Harlow, 432-552-3319, [harlow\\_r@utpb.edu](mailto:harlow_r@utpb.edu) (can contact)

**Responsibilities:** Independent development of the syllabus, curriculum, instruction, and assessment of the online program's senior capstone class.

4. **Academic Coach, August 2016-December 2016**

University of Rhode Island, Communication Studies Program

Communication Fundamentals (fully on-line)

Supervisor: Dr. Jerry Jalette, 401-874-2074, [jalette@uri.edu](mailto:jalette@uri.edu) (can contact)

**Responsibilities:** Provide instructional support services, such as performing student assessment and offering content clarification for students.

5. **Academic Coach, January 2016-May 2016**

University of Texas Permian Basin, Communication Program

Crisis Communication (fully on-line)

Supervisor: Dr. Rachel Harlow, 432-552-3319, [harlow\\_r@utpb.edu](mailto:harlow_r@utpb.edu) (can contact)

**Responsibilities:** Provide instructional support services, such as performing student assessment and offering content clarification for students.

6. **Visiting Instructor, August 2012-May 2013**

Purdue University, The Lamb School of Communication

Supervisor: Dr. Steven Wilson (now at the University of South Florida), 813-974-2145 (department line), [wilson52@usf.edu](mailto:wilson52@usf.edu) (can contact)

**Responsibilities:**

- Maintaining an active research agenda.
- Independently developing the syllabus and curriculum for Rhetoric and the Western World.
- Independently instructing and assessing 1 section per semester of Rhetoric and the Western World.
- Independently instructing and assessing 2 sections per semester of Interviewing Principles and Practices.

7. **Faculty, August 2011–May 2012**

University of Phoenix, physical campus in Baton Rouge, LA.

Supervisor: Dr. Danielle Alfandre (now at Arizona State University), 480-965-3168 (department line), [Danielle.Alfandre@asu.edu](mailto:Danielle.Alfandre@asu.edu) (can contact)

**Responsibilities:** Independent development of the syllabi, curriculum, instruction, and assessment for Diversity Issues in Communication (hybrid) and Public Speaking (hybrid). I was also approved to teach Media Effects on the American Public (hybrid) and Critical Thinking (hybrid).

8. **Teaching Assistant, August 2007–May 2011**

Louisiana State University, Communication Studies Department

Supervisor: Dr. Nathan Crick (now at Texas A&M), 979-845-5500, [crick@tamu.edu](mailto:crick@tamu.edu) (can contact)

**Responsibilities:**

- Maintaining academic development and good academic standing.
- Independently developing the syllabi and curriculum, instructing, and assessing 2 of the following courses each semester:
  - Rhetoric and Civilization
  - Argumentation and Debate
  - Business and Professional Communication
  - Fundamentals of Communication
  - Public Speaking
- Providing instructional support services to the teacher of record for Introduction to Communication Studies, including:
  - Assessing student performance.
  - Clarifying course content for students.

**Highlighted Results**

- Consistently earned high scores on teaching evaluations completed by students (average of 4.23 on a 5 point scale across all classes, consistent with the department average for the same courses).
- Published 2 book reviews, (one in a national journal and one in an international journal).
- Published one peer-reviewed manuscript on the persuasive message development involved in the official recognition of political role models.

9. **Research Assistant, May 2009-August 2009**

Louisiana State University, Communication Studies Department

Supervisor: Dr. Nathan Crick (now at Texas A&M), 979-845-5500, [crick@tamu.edu](mailto:crick@tamu.edu) (can contact)

**Responsibilities:** Undertook research on the political rhetoric of John Adams for a project conducted by Dr. Nathan Crick.



**10. Marketing Intern, May 2006-August 2006 and May 2007-August 2007**

Intercat, Inc. (A company that developed and sold additives used in oil refining.)  
Supervisor: Jennifer Rennick-Prinston (now at Johnson Matthey), 732-228-4489,  
[Jennifer.rennick@matthey.com](mailto:Jennifer.rennick@matthey.com) (can contact)

**Responsibilities:** As an intern, I developed accurate and well-written materials to include in copy for printed and electronically posted materials; assisted in development and implementation of communication strategies and products for the organization; and interacted with various stakeholders through customer service.

**11. Graduate Assistant, August 2005–May 2007**

Monmouth University, Life and Career Advising Center (LCAC)  
Supervisor: Dr. James P. Mack, 732-571-4436, [mack@monmouth.edu](mailto:mack@monmouth.edu) (can contact)

**Responsibilities:** Conducted the Monmouth Early Warning System (MEWS). In this position I implemented and managed a system that was designed to track the progress and needs of students who were considered academically at-risk.

**12. Research Assistant, May 2007-August 2007**

Monmouth University Department of Communication  
Supervisor: Dr. Don R. Swanson, 732-571-3449, [dswanson@monmouth.edu](mailto:dswanson@monmouth.edu) (can contact)

**Responsibilities:** Assisted in research for a corporate communication project.

**Publications**

**Refereed Journal Articles**

1. **Butterfield, R.** (2019). Hu Shi's model of rhetorical pragmatic argumentation. *Advances in the History of Rhetoric*, 22(2), 139-152.
2. 白丽娅博士 (**Dr. Rya Butterfield**) 和杨川, “从跨文化角度探讨儒家传统中的说辩修辞作用” 在国家传播学论丛 (第 1 辑).
3. **Butterfield, R.** (2017) Hu Shi's literary revolution: reform with sophistic characteristics [Special section] Rhetorical perspectives on Chinese media and communication. *China Media Research*, 13(2).
4. **Butterfield, R.** and Nathan Crick. (2014). From edicts to human flesh searches: legal communication and practice in China's new media environment. *Communication Law Review*, 13(1).
5. **Butterfield, R.** (2012). China's sophists, and the development of logic in China's rhetorical culture. *International Rhetoric Studies*, 2.
6. **Butterfield, R.** (2012). Rhetorical forms of symbolic labor: the evolution of iconic representations in China's model worker awards. *Rhetoric & Public Affairs*, 15(1).

7. *Forthcoming*: **Butterfield, R.** The rhetorical function of the Confucian tradition from a cross-cultural perspective. *Journal of International Rhetoric Studies*, 4.

#### **Invited Journal Article**

1. **Butterfield, R.** (2014). Reviving the “Confucius” in Confucius Institute Diplomacy. *China Media Research*, 10(1), 13-21.

#### **Book Chapters**

1. Under revision: **Butterfield, R.** Calling-out: enforcing conformity in China’s Cultural Revolution. In Crick, N. (Ed.), *The rhetoric of fascism: Devices for the cult of irrationality*. The University of Alabama Press.
2. **Butterfield, R.** (2019). Hu Shi’s search for the ‘Chinese sophist’ and ‘spirit of courageous doubt.’ In Danisch, R. (Ed.), *Recovering overlooked pragmatists in communication: Extending the living conversation about pragmatism and rhetoric* (pp. 53-78). Palgrave.

#### **Guest Editor for Special Issue**

1. Yao, W. & **Butterfield, R.** (Eds.) (2014). How China exerts its influence through language instruction [Special issue]. *China Media Research*, 10(1).

#### **Book Reviews**

1. **Butterfield, R.** (2019). [Review of the book *The Rhetoric of Mao Zedong: Transforming China and Its People*, by L. Xing]. *Rhetoric & Public Affairs*, 22(3).
2. **Butterfield, R.** (2012). [Review of the book *Hot, flat, and crowded*, by T. L. Friedman]. *Rhetoric & Public Affairs*, 15(2).
3. **Butterfield, R.** (2010). [Review of book *John Dewey in China: To live and to learn*, by J. Ching-Sze Wang]. *Chinese Journal of Communication*, 3(1).

#### **Awards**

1. **Women of Achievement Award Nomination**, 2018  
Nominated by the then Faculty Senate President, Dr. David Whitney  
Nicholls State University
2. **Fellowship**, 2014  
Penn State Summer Institute in East Asian Studies, “Reading and Textual Production in Early Modern China.”
3. **Scholarship Award**, 2010  
American Association of University Women, Baton Rouge Chapter, LA.
4. **New Scholarship of High Merit**, 2010  
Second Biennial Conference of the Chinese Rhetoric Society of the World (CRSW) & International Conference on Rhetoric Hong Kong, China.

5. **Top Paper Award, 2009**  
The Association for Chinese Communication Studies  
National Communication Association Convention in Chicago, IL.
6. **Top Student Paper, 2008**  
Political Communication Division  
Southern States Communication Convention in Savannah, GA.

**Peer-Reviewed Podium Presentations**

1. Butterfield, R., (2019, November). *The Rhetoric of Fascism: Devices for the Cult of Irrationality* [Panel Discussion]. The National Communication Association Convention. Baltimore, MD, United States.
2. Butterfield, R., (2018, May/June). *Hu Shi on the Ideological Protection of “Defenseless Democracies”* [Paper session]. American Society for the History of Rhetoric Symposium. Minneapolis, MN, United States.
3. Butterfield, R., (2018, February). *Hu Shi On The “Conflict Of Ideologies”* [Paper session]. Rhetoric and the New Fascism, Team Rhetoric Conference. Texas A&M, College Station, TX, United States.
4. Butterfield, R., (2016, November). *Chinese Trauma and Patriotic (In)sanity* [Paper session]. The National Communication Association Convention. Philadelphia, PA, United States.
5. Butterfield, R., (2016, November). *The New Chinese Sophist*, [Paper session]. The National Communication Association Convention. Philadelphia, PA, United States.
6. Butterfield, R., (2016, May). *Hu Shi’s Pragmatic Rhetorical Reform* [Paper session]. 17th Biennial Rhetoric Society of America Conference. Atlanta, GA. United States.
7. Butterfield, R., (2014, November). *The Place of Thomas Henry Huxley’s “On Evolution and Ethics” in Late 19th Century China* [paper session]. the National Communication Association Convention. Chicago, IL.. United States.
8. Butterfield, R., (2014, November). *“Triggering Chaos,” Discussion about Graft, Rumors and Law* [paper session]. The National Communication Association Convention. Chicago, IL, United States.
9. Butterfield, R., (2013, November). *Revolutionary Shockwaves* [paper session]. The National Communication Association Convention. Washington D.C., United States.
10. Butterfield, R., (2013, November). *The Neo-Confucian Community Compact and Isocrates’s Evagoras: Practices in Epideictic Rhetoric* [paper session]. The National Communication Association Convention, Washington D.C., United States.

11. Butterfield, R., (2013, November). *Confucius Institutes in America: The Academy's Response to Centers for Strategic Cultural Acquaintance* [paper session]. The National Communication Association Convention, Washington D.C., United States.
12. Butterfield, R., (2013, October). *The Confucian Rhetorical Tradition* [paper session]. The Second International Advanced Forum in Communication Studies of Language and Rhetoric, Qufu, China.
13. Butterfield, R., (2012, November). *The Rhetorical Power of Anonymity on China's Microblogs* [paper session]. The National Communication Association Convention, Orlando, FL, United States.
14. Butterfield, R., (2011, November). *Language and Power in Chinese Nationalism* [paper session]. The National Communication Association Convention. New Orleans, LA, United States.
15. Butterfield, R., (2010, November). *Attitudes of Affliction: Victimization in China's Soft Power* [paper session]. The National Communication Association Convention, San Francisco, CA, United States.
16. Butterfield, R., (2010, July). *Hu Shih, China's Sophists, and the Development of Logic in China's Rhetorical Culture* [paper session]. The Second Biennial Conference of the Chinese Rhetoric Society of the World (CRSW) & International Conference on Rhetoric. The Hong Kong Institute of Education in Hong Kong Special Administrative Region, China.
17. Butterfield, R., (2010, June). *Hu Shih, the Chinese Sophists, and the Development of Chinese Rhetoric* [paper session]. The Historical Society for Twentieth-Century China. Philadelphia, PA, United States.
18. Butterfield, R., (2010, May). *Before Song Politics and Hero Worship: A Comparison of Taoism and Stoicism* [paper session]. American Society for the History of Rhetoric Symposium. Minneapolis, MN, United States.
19. Butterfield, R., (2009, November). *From the Iron Man to Yao Ming: The Changing Face of China's Heroes* [paper session]. The National Communication Association Convention, Chicago, IL, United States.
20. Butterfield, R., (2009, November). *An Eastern Tug of War: Hu Shih's Battle for Democracy, Education, and Reform* [paper session]. The National Communication Association Convention, Chicago, IL, United States.
21. Butterfield, R., (2009, April). *Channeling the Patriotic Impulse: Cheery China and the Olympic Fulcrum* [paper session]. The Southern States Communication Association Convention. Norfolk, VA, United States.

22. Butterfield, R., (2008, April). *Political Brimstone: The Shape of Religion in 21st Century American Presidential Campaigning* [paper session]. The Southern States Communication Association Convention. Savannah, GA, United States.
23. Butterfield, R., (2007, July). *The New Orleans Experience: Tourist Consumption in the Crescent City* [paper session]. Things that Move: The Material Worlds of Tourism and Travel. Leeds, United Kingdom.
24. Butterfield, R., (2007, March). *Averting Communication Dilemmas: An international Company's Perspective on Doing Business and Building Relations in China* [paper session]. The New Jersey Communication Association Convention. Union, NJ, United States.

### **Invited Panel Responses**

1. Butterfield, R., (2018, November). *Association for Chinese Communication Studies Top Paper Panel* [panel respondent]. The National Communication Association Convention. Salt Lake City, UT, United States.
2. Butterfield, R., (2017, November). *Association for Chinese Communication Studies Top Paper Panel* [panel respondent]. The National Communication Association Convention. Dallas, TX, United States.
3. Butterfield, R., (2016, November). *Multi-methodological Approaches to the Analyses of a Variety of Social, Political, and Health Issues within Chinese Culture and across the Chinese and American Culture* [panel respondent]. The National Communication Association Convention. Philadelphia, PA, United States.
4. Butterfield, R., (2015, November). *New Media Effects in China: Individuals and Society* [panel respondent]. The National Communication Association Convention. Las Vegas, NV, United States.
5. Butterfield, R., (2015, October). *China Kaleidoscope: Extend Domestic Initiatives to Global Engagement* [panel respondent]. Mid-Atlantic Region Association for Asian Studies 44th Annual Conference, Asia: Conflict and Cooperation. University of Pittsburgh, United States.

### **Invited Presentations**

1. Butterfield, R., (2019, November). *Surviving academia as "others"? The past, present and future of the Association of Chinese Communication Studies (ACCS)* [Panel discussion]. The National Communication Association Convention. Baltimore, MD, United States.
2. Butterfield, R., (2014, March). *Confucius Institute Diplomacy* [paper presentation]. Research Week, Brown Bag Faculty Speaker Series, College of Arts and Sciences, Nicholls State University. Thibodaux, LA, United States.

3. Butterfield, R., (2016, April). *American Pragmatism in China* [panel respondent]. Research Week, Brown Bag Faculty Speaker Series, College of Arts and Sciences, Nicholls State University. Thibodaux, LA, United States.
4. Butterfield, R., (2010, October). *Report of Research and Travels in China* [panel respondent]. Research Odyssey: Department of Communication Studies Colloquy, Louisiana State University. Baton Rouge, LA, United States.
5. Butterfield, R., (2008, March). *Model Worker Posters* [paper session]. The SSCA Graduate Students' Showcase: Department of Communication Studies Colloquy. Louisiana State University, Baton Rouge, LA, United States.

### **LEADERSHIP IN PROFESSIONAL ORGANIZATIONS**

1. **Executive Board, 2014-2018**  
Association for Chinese Communication Studies (ACCS)
2. **National Program Planner, 2016-2018**  
Association for Chinese Communication Studies (ACCS)
3. **Nominated Position on Council Committee, 2017**  
Chinese Rhetoric Society of the World (CRSW)
4. **Webmaster, 2016–2020**  
Association for Chinese Communication Studies (ACCS)
5. **President, 2015-2016**  
Association for Chinese Communication Studies (ACCS)
6. **Vice President, 2014-2015**  
Association for Chinese Communication Studies (ACCS)

### **EDITORIAL BOARDS**

1. **U.S.-China Relations in the Age of Globalization, 2018-present**  
a book series from Michigan State University Press
2. **Rhetoric & Public Affairs, 2019-present**  
an interdisciplinary journal devoted to the history, theory, and criticism of public discourse

### **OTHER PROFESSIONAL SERVICE**

1. ***Theory Culture & Society***  
Guest external manuscript referee  
June 2013, Oct. 2018 Jan. 2019, June 2019, Aug. 2019, Aug. 2020

2. ***Communication and Critical/Cultural Studies***  
Guest external manuscript referee, April 2019 and Aug. 2019
3. ***The Review of Politics***  
Guest external manuscript referee  
December 2018
4. **Sage Publications**  
Guest external manuscript referee  
April 2018
5. **American Rhetoric Section Editor**  
*Journal of International Rhetoric Studies*, Volume 4  
2017
6. **Macmillan Learning**  
Guest external manuscript referee  
2015-2016
7. **Macmillan Learning**  
Focus Group  
2015-2016
8. ***China Media Research***  
Special Section Guest Co-editor  
“Confucius Institute: How China Exerts Its Influence through Language Instruction”  
2014
9. ***Communication Law Review***  
Guest external manuscript referee  
April 2013
10. ***Quarterly Journal of Speech***  
Guest external manuscript referee  
Nov. 2012 and Feb. 2013
11. **University of Toronto Press**  
Guest external manuscript referee  
June 2012
12. **Michigan State University Press**  
Guest external manuscript referee  
April 2015

13. ***Rhetoric & Public Affairs***

Guest external manuscript referee  
Nov. 2011, April 2012, Nov. 2012, and Oct. 2013

14. **American Society for the History of Rhetoric**

National Communication Association Convention submission referee  
2012, 2013, and 2017

15. **Association for Chinese Communication Studies**

National Communication Association Convention submission referee  
2012–2017

**PROFESSIONAL SERVICE TO THE UNIVERSITY**

1. **Peer Review Committee**, August 2019-December 2019

Nicholls State University

2. **Career Week Task Force**, 2018-2019

College of Arts and Sciences  
Nicholls State University

3. **Innovator**, 2017-2018

I worked with the Department of Petroleum Engineering Technology and Safety Management (PETSM) to innovate ways of incorporating off-shore professional PETSM students into the traditional on campus Public Speaking classroom.

4. **Designated Faculty**, 2017-2018

I acted as the designated faculty for students auditing Public Speaking 101 through the Bridge to Independence program, for students with autism spectrum disorder.

5. **Event Organizer and Lead Debate Coach**, 2017–2020

Speech Forum, a public forum style debate held each semester  
Nicholls State University

6. **Courses and Curricula Committee**, Fall 2017–Spring 2018

A committee that applies and amends Courses and Curricula Policies  
Nicholls State University

7. **“Voices of Possibilities” Lead Event Organizer**, Spring 2015

African American History Month  
Nicholls State University

8. **Language Coordinator**, April 2014–May 2020

I direct arrangements between Nicholls State University and the Confucius Institute at Xavier University of New Orleans.



9. **Planner and Facilitator**, Spring 2014  
A project undertaken with the Communicative Disorders Program for improved speech assessment and training
10. **Debate Coach**, Fall 2013–Fall 2016  
Speech Forum, a public forum style debate held each semester  
Nicholls State University
11. **Resume critiquing**, May 2012  
Spring Fling at the University of Phoenix  
Baton Rouge Campus
12. **Content Area Meeting**, April 2012  
University of Phoenix  
Baton Rouge Campus
13. **Judge at the Mardi Gras Classic Invitational**, 2010-2011  
An annual speech and debate college tournament at Louisiana State University
14. **Judge at the Louisiana High School Rally**, 2008-2011 and 2014-2017  
An annual speech competition

## LANGUAGES

### English

### Native

### Mandarin Chinese

### Limited Working Proficiency

I studied Mandarin during my PhD and completed a summer session at Beijing Language and Culture University. In 2010 I was at Professional Working Proficiency, but I have regressed from disuse. I look forward to opportunities to improve this skill.

## MEMBERSHIPS

2010 – present	Chinese Rhetoric Society of the World
2010 – present	The Global Rhetoric Society
2009 – present	Association for Chinese Communication Studies
2006 – present	National Communication Association
2010 – present	American Society for the History of Rhetoric
2013 – 2014	International Society for the History of Rhetoric
2013	Purdue Postdoctoral Association

2010 – 2014

Historical Society for Twentieth Century China

2008 – 2010

Southern States Communication Association

## **GRADUATE COURSEWORK**

### **Rhetorical Theory**

- Aesthetics and Praxis
- Burkean Theory
- Directed Study: Writings of Kenneth Burke
- Contemporary Theory and Research in Documentary Filmmaking
- Evolution of Classical Rhetorical Theory
- History of Tourism
- Historiography
- John Dewey on Communication
- Mass Media and Contemporary Values
- Directed Study: Media theorist, Marshall McLuhan
- Pragmatic Rhetoric
- Rhetoric of Racial Narrative

### **Political Theory**

- Comparative Politics: Democratization
- Directed Study: Contemporary Political Theory
- Directed Study: Chinese Political History
- Political Communication

### **Communication Theory**

- Pedagogy in the Communication Classroom
- Interpersonal Communication
- Research Methods in Communication and Mass Media
- Corporate Public Relations
- Organizational and Professional Communication

**REFERENCES**

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