
ALAN K. GOODBOY

2309 Field Hall, P.O. Box 6293
Morgantown, WV 26506
(304) 293-3905
agoodboy@mail.wvu.edu
www.alangoodboy.com
updated 8/22/24

EDUCATION

Postdoctoral Education in Statistics

Over 800 hours of statistics coursework completed with a focus on Structural Equation Modeling including: Intensive Longitudinal Modeling (Within-Person Causal Processes, Within-Person Mediation, Random-Intercept Cross-Lagged Panel Modeling, Time Series Analysis, Dynamic Structural Equation Modeling), Multilevel Structural Equation Modeling (Multilevel Confirmatory Factor Analysis, Multilevel Reliability, Multilevel Path Analysis, Multilevel Location-Scale Modeling), Finite Mixture Modeling (Latent Class Analysis, Latent Profile Analysis, Latent Transition Analysis), Latent Growth Curve Modeling (Parallel Process Growth Modeling, Piecewise Growth Modeling, Growth Mixture Modeling), Moderation Analysis (Johnson-Neyman Technique, Additive Moderation, Moderated Moderation, Nonlinear Moderation, Latent Variable Interactions), Mediation Analysis (Traditional Mediation Analysis, Causal Mediation Analysis, Within-Person Mediation), Conditional Process Analysis (Partial Moderated Mediation, Conditional Moderated Mediation, Moderated Moderated Mediation), Dyadic Data Analysis (Actor-Partner Interdependence Modeling, Common Fate Modeling, Dyadic Growth Modeling), Meta-Analysis (Random-Effects Meta-Analysis, Meta-Analytic Structural Equation Modeling, Subgroups Analysis, Meta-Regression), Measurement Modeling and Psychometrics (Factor Analysis, Exploratory Structural Equation Modeling, Measurement Invariance, Bifactor Modeling, Item Response Theory, Scale Construction and Validation)

Ph.D., West Virginia University, Communication Studies, 2007.

Emphases in Instructional Communication, Interpersonal Communication, Quantitative Research Methods

M.A., West Virginia University, Communication Studies, 2004.

Emphasis in Communication Theory and Research

B.A., West Virginia University, Communication Studies, 2002.

Concentration in Data Analysis

PROFESSIONAL EXPERIENCE

Peggy Rardin McConnell Research Chair of Communication Studies (2019-current)

Professor, West Virginia University (2018-current)

Member, Institutional Review Board (IRB Blue Board; 2016-present)

Chair, IRB Emergency Board (2023-present)

Vice Chair, IRB Emergency Board (2020-2023)
 Member, IRB Chairs Committee (2020-present)
 PhD Program Director, West Virginia University (2016-2021)
 Associate Professor, West Virginia University (2012-2018; Tenured: 2016)
 Associate Professor, Bloomsburg University of Pennsylvania (Tenured: 2012)
 Assistant Professor, Bloomsburg University of Pennsylvania (2007-2012)

CURRENT RESEARCH INTERESTS

Quantitative Methods for Communication Science; Structural Equation Modeling; Communication Measurement, Person-Centered and Person-Specific Modeling of Communication Theory; Intensive Longitudinal Processes of Relational Turbulence; Causal Effects of Teaching on Learning; Instructional Dissent; Medical Communication and Simulation, Communication in Daily Life.

PUBLICATIONS (N = 163 total)

JOURNAL ARTICLES

153. Chiasson, R. M., **Goodboy, A. K.**, Vendemia, M. A., Beer, N., Meisz, G., Cooper, L., Arnold, A., Lincoski, A., George, W., Zuckerman, C., & Schrouf, J. (2024). Does the human professor or artificial intelligence (AI) offer better explanations to students? Evidence from three within-subject experiments. *Communication Education*.
152. Chiasson, R. M., **Goodboy, A. K.**, & Dillow, M. R. (2024). The effect of relational turbulence on received emotional support through dyadic synchrony. *Communication Research Reports*. <https://doi.org/10.1080/08824096.2024.2373192>
151. Bolkan, S., & **Goodboy, A. K.** (2024). Conditional indirect effects of clarity on students' information processing: Disentangling sources of cognitive load. *Communication Education*, 73(3), 247-266. <https://doi.org/10.1080/03634523.2024.2303438>
150. **Goodboy, A. K.**, Dillow, M. R., Shin, M., Chiasson, R. M., & Zyphur, M. J. (2024). Testing relational turbulence theory in daily life using dynamic structural equation modeling. *Journal of Communication*, 74(3), 249-264. <https://doi.org/10.1093/joc/jqae010>
149. Conti, M. A., Bardes, J. M., Oury, J., **Goodboy, A. K.**, Shin, M., & Wilson, A. (2024). Prevalence of burn pit associated symptoms among US veterans who utilize non-VA private healthcare. *Journal of Occupational and Environmental Medicine*, 66(5), 439-444. <https://doi.org/10.1097/JOM.0000000000003085>
148. Rudick, C. K., **Goodboy, A. K.**, Vadhera, A. S., Gill, S., Goel, M., Atwal, J. K., ...Malik, S. (2024). Instruction in Indian secondary schools: The indirect effect of teacher humor on student engagement through interest. *Communication Reports*, 37(1), 60-74. <https://doi.org/10.1080/08934215.2023.2294716>

147. Bolkan, S., **Goodboy, A. K.**, Shin, M., & Quaack, K. R. (2023). Relational turbulence: A latent model test of theoretical propositions. *Southern Communication Journal*, 88(5), 479-490. <https://doi.org/10.1080/1041794X.2023.2167108>
146. **Goodboy, A. K.**, Dillow, M. R., Knoster, K. C., & Howard, H. A. (2023). Dyadic processes of relational turbulence theory. *Personal Relationships*, 30(3), 1000-1023. <https://doi.org/10.1111/per.12487>
145. Knoster, K. C., & **Goodboy, A. K.** (2023). A Zoom teaching experiment using CTML principles of multimedia design. *Communication Quarterly*, 71(4), 367-389. <https://doi.org/10.1080/01463373.2023.2203829>
144. **Goodboy, A. K.**, Martin, M. M., Knoster, K. C., & Thomay, A. A. (2023). Medical students' communication preferences of the ideal surgical educator. *Journal of Surgical Education*, 80(7), 981-986. <https://doi.org/10.1016/j.jsurg.2023.04.008>
143. Ball, H., Weber, K., **Goodboy, A. K.**, Lilly, C. L., Myers, S. A. Rittenour, C. E. (2023). A mixed methodological examination of older adults' psychological reactance toward caregiving messages from their adult children. *Communication Monographs*, 90(2), 137-158. <https://doi.org/10.1080/03637751.2022.2128197>
142. **Goodboy, A. K.** (2023). Interference from a partner and anger arousal: A meta-analysis. *Communication Research Reports*, 40(2), 79-88. <https://doi.org/10.1080/08824096.2023.2195160>
141. **Goodboy, A. K.**, & Bolkan, S. (2023). Moderated effects of partner interdependence on relational turbulence. *Western Journal of Communication*, 87(3), 392-410. <https://doi.org/10.1080/10570314.2022.2131465>
140. **Goodboy, A. K.**, Bolkan, S., & Shin, M. (2023). Mixture modeling: A person-centered approach to studying communication and learning. *Communication Education*, 72(2), 188-190. <https://doi.org/10.1080/03634523.2023.2171442>
139. Richmond, N. E., Mullins, C. L., **Goodboy, A. K.**, & Thomay, A. A. (2022). Impact of the third-year surgery clerkship on medical students' interest in surgery. *Global Surgical Education*, 1, 75. <https://doi.org/10.1007/s44186-022-00067-4>
138. **Goodboy, A. K.**, Martin, M. M., Mills, C. B., Clark-Gordon, C. V. (2022). Workplace bullying in academia: A conditional process model. *Management Communication Quarterly*, 36(4), 664-687. <https://doi.org/10.1177/08933189221103625>
137. West, M., Cohen, E., Banks, J., & **Goodboy, A. K.** (2022). It's all fun and games until somebody dies: Permadeath appreciation as a function of grief and mortality salience. *Journal of Gaming & Virtual Worlds*, 14(2), 181-206. https://doi.org/10.1386/jgvw_00057_1

136. Quaack, K. R., Bolkan, S., & **Goodboy, A. K.** (2022). Interdependence and affective processes in relational turbulence theory. *Communication Reports*, 35(3), 160-172. <https://doi.org/10.1080/08934215.2022.2080843>
135. **Goodboy, A. K.**, Myers, S. A., Goldman, Z. W., & Borzea, D. (2022). Self-determination in marriage: Actor and partner effects of spousal autonomy on relational maintenance behaviors. *Communication Reports*, 35(3), 148-159. <https://doi.org/10.1080/08934215.2022.2058039>
134. **Goodboy, A. K.**, Bolkan, S., & Shin, M. (2022). Relational turbulence processes among avoidant and anxious spouses. *Communication Quarterly*, 70(3), 317-343. <https://doi.org/10.1080/01463373.2022.2054720>
133. **Goodboy, A. K.**, Bolkan, S., Shin, M., & Chiasson, R. M. (2022). Affective and interest consequences of lecture misbehaviors for students with mastery goals. *Communication Education*, 71(3), 223-243. <https://doi.org/10.1080/03634523.2022.2070770>
132. Bolkan, S., **Goodboy, A. K.**, Shin, M., & Chiasson, R. M. (2022). Teacher antagonism: Reducing students' sustained attention through decreased affect toward instructors and diminished motivation to learn. *Communication Education*, 71(3), 188-203. <https://doi.org/10.1080/03634523.2022.2070771>
131. Shin, M., **Goodboy, A. K.**, & Dillow, M. R. (2022). A longitudinal investigation of relational turbulence during the transition to college. *Communication Research Reports*, 39(3), 126-135. <https://doi.org/10.1080/08824096.2022.2054791>
130. Armstrong, K. E., **Goodboy, A. K.**, & Shin, M. (2022). Pandemic pedagogy and emergency remote instruction: Transitioning scheduled in-person courses to online diminishes effective teaching and student learning outcomes. *Southern Communication Journal*, 87(1), 56-69. <https://doi.org/10.1080/1041794X.2021.2011954>
129. Shin, M., **Goodboy, A. K.**, & Bolkan, S. (2022). Profiles of doctoral students' self-determination: Susceptibilities to burnout and dissent. *Communication Education*, 71(2), 83-107. <https://doi.org/10.1080/03634523.2021.2001836>
128. **Goodboy, A. K.**, Bolkan, S., & Shin, M. (2022). A mixture modeling perspective of relational turbulence theory in marriage. *Communication Monographs*, 89(1), 96-117. <https://doi.org/10.1080/03637751.2021.1951785>
127. Myers, S. A., **Goodboy, A. K.**, Kromka, S. M., Shin, M., Pitts, S., & Bertelsen, D. A. (2021). A curricular view of communication course offerings of National Communication Association department members. *Communication Education*, 70(4), 421-434. <https://doi.org/10.1080/03634523.2021.1951313>
126. **Goodboy, A. K.**, Bolkan, S., Kromka, S. M., & Knoster, K. C. (2021). Instructional dissent

- over the course of the semester. *Communication Education*, 70(4), 347-364.
<https://doi.org/10.1080/03634523.2021.1925718>
125. Bolkan, S., & **Goodboy, A. K.** (2021). Negotiating in distributive bargaining scenarios: The effect of sharing one's alternative. *Communication Studies*, 72(4), 720-733.
<https://doi.org/10.1080/10510974.2021.1953101>
124. **Goodboy, A. K.**, Bolkan, S., Brisini, K., & Solomon, D. H. (2021). Relational uncertainty within relational turbulence theory: The bifactor exploratory structural equation model. *Journal of Communication*, 71(3), 403-430.
<https://doi.org/10.1093/joc/jqab009>
123. **Goodboy, A. K.**, Dillow, M. R., Knoster, K. C., & Howard, H. (2021). Relational turbulence from the COVID-19 pandemic: Within-subjects mediation by romantic partner interdependence. *Journal of Social and Personal Relationships*, 38(6), 1800-1818. <https://doi.org/10.1177/02654075211000135>
122. Kromka, S. M., & **Goodboy, A. K.** (2021). The effects of instructor self-disclosure on student affect and cognitive learning: A live lecture experiment. *Communication Education*, 70(3), 266-287. <https://doi.org/10.1080/03634523.2021.1900583>
121. Knoster, K. C., **Goodboy, A. K.**, Martin, M. M. & Thomay, A. A. (2021). What matters most? A prioritization of medical students' preferences for effective teaching. *Communication Education*, 70(2), 183-200.
<https://doi.org/10.1080/03634523.2020.1841254>
120. Knoster, K. C., & **Goodboy, A. K.** (2021). Making content relevant: A teaching and learning experiment with replication. *Communication Education*, 70(1), 4-26.
<https://doi.org/10.1080/03634523.2020.1788106>
119. Knoster, K., Howard, H. A., **Goodboy, A. K.**, & Dillow, M. R. (2020). Spousal interference and relational turbulence during the COVID-19 pandemic. *Communication Research Reports*, 37(5), 254-262. <https://doi.org/10.1080/08824096.2020.1841621>
118. **Goodboy, A. K.**, & Martin, M. M. (2020). Omega over alpha for reliability estimation of unidimensional communication measures. *Annals of the International Communication Association*, 44(4), 422-439. <https://doi.org/10.1080/23808985.2020.1846135>
117. Bowman, N. D., & **Goodboy, A. K.** (2020). Evolving considerations and empirical approaches to construct validity in communication science. *Annals of the International Communication Association*, 44(3), 219-234.
<https://doi.org/10.1080/23808985.2020.1792791>
116. **Goodboy, A. K.**, Martin, M. M., & Bolkan, S. (2020). Workplace bullying and worker engagement: A self-determination model. *Journal of Interpersonal Violence*, 35(21-22), 4686-4708. <https://doi.org/10.1177/0886260517717492>

115. **Goodboy, A. K.**, Bolkan, S., Sharabi, L. L., Myers, S. A., & Baker, J. P. (2020). The relational turbulence model: A meta-analytic review. *Human Communication Research, 46*(2-3), 222-249. <https://doi.org/10.1093/hcr/hqaa002>
114. Knoster, K. C., & **Goodboy, A. K.** (2020). A conditional process model of academic demands and student learning. *Communication Education, 69*(3), 335-355. <https://doi.org/10.1080/03634523.2020.1713387>
113. Bolkan, S., & **Goodboy, A. K.** (2020). Instruction, example order, and student learning: Reducing extraneous cognitive load by providing structure for elaborated examples. *Communication Education, 69*(3), 300-316. <https://doi.org/10.1080/03634523.2019.1701196>
112. Kromka, S., **Goodboy, A. K.**, & Banks, J. (2020). Teaching with relevant (and irrelevant) storytelling in the college classroom. *Communication Education, 69*(2), 224-249. <https://doi.org/10.1080/03634523.2019.1657156>
111. Clark-Gordon, C. V., & **Goodboy, A. K.** (2020). Instructor self-disclosure and third-party generated warrants: Student perceptions of professor social media use. *Western Journal of Communication, 84*(1), 79-97. <https://doi.org/10.1080/10570314.2019.1649453>
110. Bolkan, S., **Goodboy, A. K.**, & Kromka, S. M. (2019). Student assessment of narrative: Telling stories in the classroom. *Communication Education, 69*(1), 48-69. <https://doi.org/10.1080/03634523.2019.1622751>
109. Rudick, C. K., Quiñones Valdivia, F. I., Hudacheck, L., Specker, J., & **Goodboy, A. K.** (2019). A communication and instruction approach to embodied cultural and social capital at a public, four-year university. *Communication Education, 68*(4), 438-459. <https://doi.org/10.1080/03634523.2019.1642501>
108. **Goodboy, A. K.**, Bolkan, S., Knoster, K. C., & Kromka, S. (2019). Instructional dissent as an expression of students' class-related achievement emotions. *Communication Research Reports, 36*(3), 265-274. <https://doi.org/10.1080/08824096.2019.1634534>
107. Bolkan, S., & **Goodboy, A. K.** (2019). Examples and the facilitation of student learning: Should instructors provide examples or should students generate their own? *Communication Education, 68*(3), 287-307. <https://doi.org/10.1080/03634523.2019.1602275>
106. Clark-Gordon, C. V., Bowman, N. D., **Goodboy, A. K.**, & Wright, A. (2019). Anonymity and speaking up online: A meta-analysis. *Communication Reports, 32*(2), 98-111. <https://doi.org/10.1080/08934215.2019.1607516>
105. Baker, J. P., & **Goodboy, A. K.** (2019). The choice is yours: The effects of autonomy-supportive instruction on students' learning and communication. *Communication*

- Education*, 68(1), 80-102 <https://doi.org/10.1080/03634523.2018.1536793>
104. Kromka, S. M., & **Goodboy, A. K.** (2019). Classroom storytelling: Using instructor narratives to augment student learning, affect, and attention. *Communication Education*, 68(1), 20-43. <https://doi.org/10.1080/03634523.2018.1529330>
 103. **Goodboy, A. K.**, & Martin, M. M. (2018). LGBT bullying in school: Perspectives on prevention. *Communication Education*, 67(4), 513-520. <https://doi.org/10.1080/03634523.2018.1494846>
 102. Baker, J. P., **Goodboy, A. K.**, Bowman, N. D. & Wright, A. A. (2018). Does teaching with PowerPoint increase student learning? A meta-analysis. *Computers & Education*, 126, 376-387. <https://doi.org/10.1016/j.compedu.2018.08.003>
 101. **Goodboy, A. K.** (2018). Instructional communication: Complementing communication pedagogy. *Journal of Communication Pedagogy*, 1, 9-11. <https://doi.org/10.31446/JCP.2018.03>
 100. Goldman, Z. W., Claus, C. J., & **Goodboy, A. K.** (2018). A conditional process analysis of the teacher confirmation-student learning relationship. *Communication Quarterly*, 66(3), 245-264. <https://doi.org/10.1080/01463373.2017.1356339>
 99. **Goodboy, A. K.**, Bolkan, S., & Baker, J. P. (2018). Instructor misbehaviors impede students' cognitive learning: Testing the causal assumption. *Communication Education*, 67(3), 308-329. <https://doi.org/10.1080/03634523.2018.1465192>
 98. Bolkan, S., Griffin, D. J., & **Goodboy, A. K.** (2018). Humor in the classroom: The effects of integrated humor on students' learning. *Communication Education*, 67(2), 144-164. <https://doi.org/10.1080/03634523.2017.1413199>
 97. Baker, J. P., & **Goodboy, A. K.** (2018). Students' self-determination as a consequence of instructor misbehaviors. *Communication Research Reports*, 35(1), 68-73. <https://doi.org/10.1080/08824096.2017.1366305>
 96. **Goodboy, A. K.** (2017). Meeting contemporary statistical needs of instructional communication research: Modeling teaching and learning as a conditional process. *Communication Education*, 66(4), 475-477. <https://doi.org/10.1080/03634523.2017.1341637>
 95. **Goodboy, A. K.**, Dainton, M., Borzea, D., & Goldman, Z. W. (2017). Attachment and negative relational maintenance: Dyadic comparisons using an actor-partner interdependence model. *Western Journal of Communication*, 81(5), 541-559. <https://doi.org/10.1080/10570314.2017.1302601>
 94. Eickholt, M. S., & **Goodboy, A. K.** (2017). Investment model predictions of workplace ostracism on K-12 teachers' commitment to their schools and the profession of teaching.

Journal of Workplace Behavioral Health, 32(2), 139-157.
<https://doi.org/10.1080/15555240.2017.1332483>

93. **Goodboy, A. K.**, Martin, M. M., Knight, J. M., & Long, Z. (2017). Creating the boiler room environment: The job demand-control-support model as an explanation of workplace bullying. *Communication Research*, 44(2), 244-262.
<https://doi.org/10.1177/0093650215614365>
92. Dainton, M., **Goodboy, A. K.**, Borzea, D., & Goldman, Z. W. (2017). The dyadic effects of relationship uncertainty on negative relational maintenance. *Communication Reports*, 30(3), 170-181. <https://doi.org/10.1080/08934215.2017.1282529>
91. Goldman, Z. W., **Goodboy, A. K.**, & Weber, K. (2017). College students' psychological needs and intrinsic motivation to learn: An examination of self-determination theory. *Communication Quarterly*, 65(2), 167-191.
<https://doi.org/10.1080/01463373.2016.1215338>
90. Bolkan, S., **Goodboy, A. K.**, & Myers, S. A. (2017). Conditional processes of effective instructor communication and student increases in cognitive learning. *Communication Education*, 66(2), 129-147. <https://doi.org/10.1080/03634523.2016.1241889>
89. **Goodboy, A. K.**, & Kline, R. B. (2017). Statistical and practical concerns with published communication research featuring structural equation modeling. *Communication Research Reports*, 34(1), 68-77. <https://doi.org/10.1080/08824096.2016.1214121>
88. **Goodboy, A. K.**, & Kashy, D. A. (2017). Interpersonal communication research in instructional contexts: A dyadic approach. *Communication Education*, 66(1), 113-115.
<https://doi.org/10.1080/03634523.2016.1221515>
87. Goldman, Z. W., & **Goodboy, A. K.** (2017). Explaining doctoral students' relational maintenance with their advisor: A psychosocial development perspective. *Communication Education*, 66(1), 70-89.
<https://doi.org/10.1080/03634523.2016.1202996>
86. **Goodboy, A. K.**, Martin, M. M., & Rittenour, C. E. (2016). Bullying as an expression of intolerant schemas. *Journal of Child & Adolescent Trauma*, 9, 277-282.
<https://doi.org/10.1007/s40653-016-0089-9>
85. **Goodboy, A. K.**, Martin, M. M., & Brown, E. (2016). Bullying on the school bus: Deleterious effects on public school bus drivers. *Journal of Applied Communication Research*, 44(4), 434-452. <https://doi.org/10.1080/00909882.2016.1225161>
84. Borzea, D., & **Goodboy, A. K.** (2016). When instructors self-disclose but misbehave: Conditional effects on student engagement and interest. *Communication Studies*, 67(5), 548-566. <https://doi.org/10.1080/10510974.2016.1212912>

83. Goldman, Z. W., **Goodboy, A. K.**, & Bolkan, S. (2016). A meta-analytical review of students' out-of-class communication and learning effects. *Communication Quarterly*, 64(4), 476-493. <https://doi.org/10.1080/01463373.2015.1103293>
82. Turnage, A. K., & **Goodboy, A. K.** (2016). Email and face to face organizational dissent as a function of leader-member exchange status. *International Journal of Business Communication*, 53(3), 271-285. <https://doi.org/10.1177/2329488414525456>
81. Bolkan, S., **Goodboy, A. K.**, & Kelsey, D. M. (2016). Instructor clarity and student motivation: Academic performance as a product of students' ability and motivation to process instructional material. *Communication Education*, 65(2), 129-148. <https://doi.org/10.1080/03634523.2015.1079329>
80. **Goodboy, A. K.**, Martin, M. M., & Rittenour, C. E. (2016). Bullying as a display of social dominance orientation. *Communication Research Reports*, 33(2), 159-165. <https://doi.org/10.1080/08824096.2016.1154838>
79. Bolkan, S., & **Goodboy, A. K.** (2016). Rhetorical dissent as an adaptive response to classroom problems: A test of protection motivation theory. *Communication Education*, 65(1), 24-43. <https://doi.org/10.1080/03634523.2015.1039557>
78. **Goodboy, A. K.**, Martin, M. M., & Goldman, Z. W. (2016). Students' experiences of bullying in high school and their adjustment and motivation during the first semester of college. *Western Journal of Communication*, 80(1), 60-78. <https://doi.org/10.1080/10570314.2015.1078494>
77. Cranmer, G. A., & **Goodboy, A. K.** (2015). Power play: Coach power use and athletes' communicative evaluations and responses. *Western Journal of Communication*, 79(5), 614-633. <https://doi.org/10.1080/10570314.2015.1069389>
76. Myers, S. A., & **Goodboy, A. K.** (2015). Reconsidering the conceptualization and operationalization of affective learning. *Communication Education*, 64(4), 493-497. <https://doi.org/10.1080/03634523.2015.1058489>
75. Martin, M. M., **Goodboy, A. K.**, & Johnson, Z. (2015). When professors bully graduate students: Effects on student interest, instructional dissent, and intentions to leave graduate education. *Communication Education*, 64(4), 438-454. <https://doi.org/10.1080/03634523.2015.1041995>
74. Titsworth, S., Mazer, J. P., **Goodboy, A. K.**, Bolkan, S., & Myers, S. A. (2015). Two meta-analyses exploring the relationship between teacher clarity and student learning. *Communication Education*, 64(4), 385-418. <https://doi.org/10.1080/03634523.2015.1041998>
73. Griffin, D. J., Bolkan, S., & **Goodboy, A. K.** (2015). Academic dishonesty beyond cheating and plagiarism: Students' interpersonal deception in the college classroom. *Qualitative*

- Research Reports in Communication*, 16(1), 9-19.
<https://doi.org/10.1080/17459435.2015.1086416>
72. Bolkan, S., & **Goodboy, A. K.** (2015). Personal, cognitive, and emotive antecedents of consumers' choices regarding complaint messages. *Western Journal of Communication*, 79(4), 413-434. <https://doi.org/10.1080/10570314.2015.1066029>
71. **Goodboy, A. K.**, Martin, M. M., & Johnson, Z. (2015). The relationships between workplace bullying by graduate faculty with graduate students' burnout and organizational citizenship behaviors. *Communication Research Reports*, 32(3), 272-280.
<https://doi.org/10.1080/08824096.2015.1052904>
70. **Goodboy, A. K.**, Bolkan, S., & Goldman, Z. W. (2015). Students' imagined interactions as intrapersonal explanations for instructional dissent. *Communication Reports*, 28(2), 115-127. <https://doi.org/10.1080/08934215.2014.936563>
69. **Goodboy, A. K.**, & Martin, M. M. (2015). The personality profile of a cyberbully: Examining the Dark Triad. *Computers in Human Behavior*, 49, 1-4.
<https://doi.org/10.1016/j.chb.2015.02.052>
68. Carton, S. T., & **Goodboy, A. K.** (2015). College students' psychological well-being and interaction involvement in class. *Communication Research Reports*, 32(2), 180-184.
<https://doi.org/10.1080/08824096.2015.1016145>
67. **Goodboy, A. K.**, & Myers, S. A. (2015). Revisiting instructor misbehaviors: A revised typology and development of a measure. *Communication Education*, 64(2), 133-153.
<https://doi.org/10.1080/03634523.2014.978798>
66. Lancaster, A. L., & **Goodboy, A. K.** (2015). An experimental examination of students' attitudes toward classroom cell phone policies. *Communication Research Reports*, 32(1), 107-111. <https://doi.org/10.1080/08824096.2014.989977>
65. **Goodboy, A. K.**, Booth-Butterfield, M., Bolkan, S., & Griffin, D. J. (2015). The role of instructor humor and students' educational orientations in student learning, extra effort, participation, and out-of-class communication. *Communication Quarterly*, 63(1), 44-61.
<https://doi.org/10.1080/01463373.2014.965840>
64. Frisby, B. N., **Goodboy, A. K.**, & Buckner, M. M. (2015). Students' instructional dissent and relationships with faculty members' burnout, commitment, satisfaction, and efficacy. *Communication Education*, 64(1), 65-82. <https://doi.org/10.1080/03634523.2014.978794>
63. Bolkan, S., & **Goodboy, A. K.** (2015). Exploratory theoretical tests of the instructor humor-student learning link. *Communication Education*, 64(1), 45-64.
<https://doi.org/10.1080/03634523.2014.978793>
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BOOK CHAPTERS

7. **Goodboy, A. K.**, & Bolkan, S. (2022). Instructional dissent. In M. L. Houser & A. M. Hosek (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (3rd ed., pp. 97-122). Kendall-Hunt.
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3. **Goodboy, A. K.**, & Martin, M. M. (2012). How students communicate effectively with

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2. Chory, R. M., & **Goodboy, A. K.** (2010). Power, compliance, and resistance in the classroom. In D. L. Fasset & J. T. Warren (Eds.), *Sage handbook of communication and instruction* (pp. 181-199). Sage.
1. Martin, M. M., Cayanus, J. L., Weber, K., & **Goodboy, A. K.** (2006). College students' stress and its impact on their motivation and communication with their instructors. In M. V. Landow (Ed.), *Stress and mental health of college students* (pp. 149-169). Nova Science.

BOOKS

Goodboy, A. K., & Shultz, K. (2023). *Introduction to communication studies: Translating communication scholarship into meaningful practice* (2nd ed.). Kendall Hunt.

Goodboy, A. K., & Shultz, K. (2012). *Introduction to communication studies: Translating communication scholarship into meaningful practice*. Kendall Hunt.

Wrench, J. S., Jowi, D., & **Goodboy, A. K.** (2010). *Directory of communication related mental measures: A comprehensive index of research scales, questionnaires, indices, measures, and instruments*. National Communication Association Press.

GRANTS (N = 6)

6. **Co-Investigator**. Research Equipment Grant, Eberly College of Arts & Sciences (2022): Evaluating message effectiveness and other audience responses using dynamic data collection tools. \$2144 (awarded). PI: Daniel Totzkay.

5. **Co-Investigator**. LAUNCH Grant, West Virginia Clinical and Translational Science Institute (2020): Examining healthcare distrust in rural Appalachian communities. \$49,978 (not funded). PI: Alan Thomay. Co-Is: James Bardes, Daniel Totzkay, Katherine Armstrong.

4. **Co-Investigator**. National Science Foundation (2020): Rural crisis decision-making: Risk information management and reactions to precaution recommendations during the COVID-19 pandemic in Appalachia. \$109,440 (awarded). PI: Daniel Totzkay. Co-Is: Shari Steinman, Megan Dillow, Jamison Conley. Senior Personnel: Jeralynn Cosman, Matthew Jacobsmeier.

3. **Co-Principal Investigator**. Advancing the Discipline Grant, National Communication Association (2019): Examining the communication curricula of NCA department members. \$3927 (awarded). Co-PI: Scott A. Myers.

2. **Co-Principal Investigator**. Teaching and Learning Enhancement Grant, Bloomsburg University (2009): Relational power, instructional influence theory, and rhetorical and relational

goals theory: A cross-cultural study of leadership and learning. \$2750 (awarded). Co-PI: San Bolkan.

1. **Co-Investigator.** Faculty Senate Research Grant, West Virginia University (2004): \$7678 to conduct research on the effects of violent video games (awarded). PI: Rebecca M. Chory

CONVENTION PAPERS (N = 154 with 57 top paper awards)

Bolkan, S., **Goodboy, A. K.**, Dillow, M. R., Chiasson, R. M., & Vendemia, M. A. (2024, November). *Daily and dynamic processes of relationship uncertainty and enacted relationship talk*. **Top Paper: Interpersonal Communication Division**, National Communication Association, New Orleans, LA.

Chiasson, R. M., **Goodboy, A. K.**, Vendemia, M. A., Beer, N., Meisz, G., Cooper, L., Arnold, A., Lincoski, A., George, W., Zuckerman, C., & Schrouf, J. (2024, November). *Does the human professor or artificial intelligence offer better explanations to students? Evidence from three within-subject experiments*. Instructional Development Communication Division, National Communication Association, New Orleans, LA.

Goodboy, A. K., Dillow, M. R., Shin, M., Chiasson, R. M., & Zyphur, M. J. (2023, November). *Advancing communication research with dynamic structural equation modeling: A test of relational turbulence theory in daily life*. Interpersonal Communication Division, National Communication Association, National Harbor, MD.

Goodboy, A. K., Dillow, M. R., Knoster, K. C., & Howard, H. A. (2023, November). *Dyadic processes of relational turbulence theory*. Interpersonal Communication Division, National Communication Association, National Harbor, MD.

Chiasson, R. M., **Goodboy, A. K.**, & Dillow, M. R. (2023, November). *A test of relational turbulence theory: The indirect effect of turbulence on received emotional support through dyadic synchrony*. Interpersonal Communication Division, National Communication Association, National Harbor, MD.

Goodboy, A. K., Bolkan, S., Shin, M., & Chiasson, R. M. (2023, April). *Affective and interest consequences of lecture misbehaviors for students with mastery goals*. **Top 3 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Dainton, M., & **Goodboy, A. K.** (2023, March). *An examination of relational orientations, equity, relationship maintenance, and relational outcomes*. **Top Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Stratton, C. M., & **Goodboy, A. K.** (2023, March). *Harboring innovation (organizational learning) through spiritual leadership and organizational dissent*. **Top Paper: Organizational Communication Interest Group**, Eastern Communication Association,

Baltimore, MD.

- Bolkan, S., **Goodboy, A. K.**, Shin, M., & Chiasson, R. M. (2022, November). *Teacher antagonism and sustained attention: Reduced affect toward instructors, diminished motivation, and student disengagement*. **Top Paper: Instructional Development Division**, National Communication Association, New Orleans, LA.
- Quaack, K. R., Bolkan, S., & **Goodboy, A. K.** (2022, November). *Interdependence and affective processes in relational turbulence theory*. Interpersonal Communication Division, National Communication Association, New Orleans, LA.
- Richmond, N. E., Mullins, C. L., **Goodboy, A. K.**, & Thomay, A. A. (2022, May). *Impact of the third-year surgery clerkship on medical students' interest in surgery*. Association for Surgical Education, San Antonio, TX.
- Goodboy, A. K.**, Bolkan, S., & Shin, M. (2022, April). *Relational turbulence processes among avoidant and anxious spouses*. **Top Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.
- Shin, M., **Goodboy, A. K.**, & Dillow, M. R. (2022, April). *A longitudinal investigation of relational turbulence during the transition to college*. **Top 3 Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.
- Armstrong, K. E., **Goodboy, A. K.**, & Shin, M. (2022, April). *Pandemic pedagogy and emergency remote instruction: Transitioning scheduled in-person courses to online diminishes effective teaching and student learning outcomes*. **Top 3 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.
- Goodboy, A. K.**, Myers, S. A., Borzea, D., & Goldman, Z. W. (2022, April). *Self-determination in marriage: Actor and partner effects of spousal autonomy on relational maintenance behaviors*. Interpersonal Communication Interest Group, Eastern Communication Association, Philadelphia, PA.
- Jacobsmeier, M. L., Totzkay, D., Conley, J., Dillow, M. R., **Goodboy, A. K.**, & Steinman, S. A. (2022, March). *Affective polarization, risk perception, and precautionary behavior in Appalachia during the early stages of the Covid-19 pandemic*. Western Political Science Association, Portland, OR.
- Goodboy, A. K.**, Bolkan, S., & Shin, M. (2021, November). *A mixture modeling perspective of relational turbulence theory*. Interpersonal Communication Division, National Communication Association, Seattle, WA.
- Goodboy, A. K.**, Bolkan, S., Kromka, S. M., & Knoster, K. C. (2021, November). *Instructional dissent over the course of the semester*. Instructional Development Division, National

Communication Association, Seattle, WA.

Goodboy, A. K., Bolkan, S., Brisini, K. S., & Solomon, D. H. (2021, November). *Relational uncertainty within relational turbulence theory: The bifactor exploratory structural equation model*. Interpersonal Communication Division, National Communication Association, Seattle, WA.

Goodboy, A. K., Martin, M. M., Mills, C. B., Clark-Gordon, C. V. (2021, November). *Workplace bullying in academia: A conditional process model*. Organizational Communication Division, National Communication Association, Seattle, WA.

Shin, M., **Goodboy, A. K.**, & Bolkan, S. (2021, November). *Profiles of doctoral students' self-determination: Motivation, burnout, and instructional dissent in graduate school*. **Top 4 Paper: Instructional Development Division**, National Communication Association, Seattle, WA.

Bolkan, S., **Goodboy, A. K.**, Shin, M., & Quaack, K. R. (2021, November). *Relational turbulence: A latent model test of theoretical propositions*. Interpersonal Communication Division, National Communication Association, Seattle, WA.

Bolkan, S., & **Goodboy, A. K.** (2021, November). *Negotiating in distributive bargaining scenarios: The effect of sharing one's alternative*. **Top 4 Paper: Association for Business Communication Division**, National Communication Association, Seattle, WA.

Goodboy, A. K., Dillow, M. R., Knoster, K. C., & Howard, H. (2021, May). *Relational turbulence from the COVID-19 pandemic: Within-subjects mediation by romantic partner interdependence*. Interpersonal Communication Division. International Communication Association, Virtual Conference.

West, M., Cohen, E., Banks, J., & **Goodboy, A. K.** (2021, May). *It's all fun and games until somebody dies: Character involvement and meaning making as moderators of the effect of permadeath on appreciation through grief and mortality salience*. Mass Communication Division. International Communication Association, Virtual Conference.

Jacobsmeier, M., Totzkay, D., **Goodboy, A. K.**, Conley, J., Dillow, M., Steinman, S., & Cossman, J. (2021, April). *Political polarization and precautionary behavior during the COVID-19 pandemic*. American Public Opinion Section. Midwest Political Science Association, Virtual Conference.

Conley, J., Totzkay, D., Dillow, M. R., **Goodboy, A. K.**, Steinman, S., Jacobsmeier, M., & Cossman, J. (2021, April). *Spatial variation of health care access and responses to the COVID-19 pandemic in Appalachia*. Hazards, Risks, and Disasters Specialty Group, American Association of Geographers, Virtual Conference.

Knoster, K., Howard, H. A., **Goodboy, A. K.**, & Dillow, M. R. (2021, March). *Spousal interference and relational turbulence during the COVID-19 pandemic*. **Top 3 Paper:**

Interpersonal Communication Interest Group, Eastern Communication Association, Virtual Conference.

Knoster, K. C., **Goodboy, A. K.**, Martin, M. M. & Thomay, A. A. (2021, March). *What matters most? A prioritization of medical students' preferences for effective teaching.* **Top 3 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Virtual Conference.

Knoster, K. C., & **Goodboy, A. K.** (2020, November). *Making content relevant: A teaching and learning experiment with replication.* **Top Paper: Instructional Development Division**, National Communication Association, Virtual Conference.

Kromka, S. M., & **Goodboy, A. K.** (2020, November). *The effects of instructor self-disclosure on student affect and cognitive learning: A live lecture experiment.* **Top 4 Paper: Instructional Development Division**, National Communication Association, Virtual Conference.

Goodboy, A. K., & Martin, M. M. (2020, November). *Omega over alpha for reliability estimation of unidimensional communication measures.* Instructional Development Division, National Communication Association, Virtual Conference.

Bolkan, S., & **Goodboy, A. K.** (2020, November). *The impact of communication behaviors on subjective value in negotiation: The importance of subjective versus instrumental outcomes.* Association for Business Communication Division, National Communication Association, Virtual Conference.

Baker, J. P., & **Goodboy, A. K.** (2020, April). *Choose your own lecture: Students' motivational resources as a consequence of autonomy-supportive instruction.* **Top Paper: Instructional Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Goodboy, A. K., Bolkan, S., Knoster, K. C., & Kromka, S. M. (2020, April). *Instructional dissent as an expression of students' class-related achievement emotions.* **Top 4 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Goodboy, A. K., Bolkan, S., Sharabi, L. L., Myers, S. A., & Baker, J. P. (2019, November). *The relational turbulence model: A meta-analytic review.* **Top Paper: Interpersonal Communication Division**, National Communication Association, Baltimore, MD.

Kromka, S. M., **Goodboy, A. K.**, & Banks, J. (2019, November). *Teaching with relevant (and irrelevant) storytelling in the college classroom.* Instructional Development Division, National Communication Association, Baltimore, MD.

Bolkan, S., **Goodboy, A. K.**, & Kromka, S. M. (2019, November). *Student assessment of*

narrative: Telling stories in the classroom. Instructional Development Division, National Communication Association, Baltimore, MD.

- Kromka, S. M., Banks, J., & **Goodboy, A. K.** (2019, April). *Classroom storytelling: Exploring relevant and irrelevant instructor narratives in the college classroom.* **Top Paper: Instructional Communication Interest Group**, Eastern Communication Association, Providence, RI.
- Rudick, C. K., Valdivia, F. I. Q., Specker, J., Hudachek, L., Almuzayn, R., & **Goodboy, A. K.** (2019, April). *"I am hoping for a reference and looking for people to view me as a professional": A communication and instruction approach to cultural and social capital.* Communication Education Interest Group, Central States Communication Association, Omaha, NE.
- Goodboy, A. K.**, Bolkan, S., & Baker, J. P. (2018, November). *Instructor misbehaviors impede students' cognitive learning: Testing the causal assumption.* **Top 4 Paper: Instructional Development Division**, National Communication Association, Salt Lake City, UT.
- Baker, J. P., & **Goodboy, A. K.** (2018, November). *The choice is yours: The effects of autonomy-supportive instruction on students' learning and communication.* Instructional Development Division, National Communication Association, Salt Lake City, UT.
- Baker, J. P., **Goodboy, A. K.**, Bowman, N. D., & Wright, A. (2018, November). *Does teaching with PowerPoint increase students' learning? A meta-analysis.* Instructional Development Division, National Communication Association, Salt Lake City, UT.
- Kromka, S. M., & **Goodboy, A. K.** (2018, November). *Classroom storytelling: Using instructor narratives to augment student learning, affect, and attention.* Instructional Development Division, National Communication Association, Salt Lake City, UT.
- Clark-Gordon, C. V., & **Goodboy, A. K.** (2018, November). *Instructor self-disclosure and third-party generated warrants: Students' perceptions of professor social media use.* Human Communication and Technology Division, National Communication Association, Salt Lake City, UT.
- Atkinson, J. T., Myers, S. A., **Goodboy, A. K.**, Martin, M. M., Rittenour, C. E., & Child, J. T. (2018, November). *Investigating the relationships between family communication patterns, academic resilience, and students' classroom communication behaviors.* Instructional Development Division, National Communication Association, Salt Lake City, UT.
- Knight, J., Bowman, N. D., **Goodboy, A. K.**, & Wright, A. (2018, May). *Small and varied effects: A meta-analysis of the association between social media use and depression.* Communication and Technology Division, International Communication Association, Prague, Czech Republic.

- Martin, M. M., **Goodboy, A. K.**, & Eickholt, M. (2018, May). *Relationships between students' cyberbullying and their instructional dissent and motives for communicating with their instructors*. **Top 4 Paper: Instructional Development Division**, International Communication Association, Prague, Czech Republic.
- Clark-Gordon, C. V., Bowman, N. D., **Goodboy, A. K.**, & Wright, A. (2018, April). *Anonymity and speaking up online: A meta-analysis*. **Top 4 Paper: Communication and Technology Interest Group**, Eastern Communication Association, Pittsburgh, PA.
- Bolkan, S., Griffin, D. J., & **Goodboy, A. K.** (2018, April). *Humor in the classroom: The effects of integrated humor on students' intentional learning*. **Top Paper: Instructional Development Division**, Southern States Communication Association, Nashville, TN.
- Knight, J. M., & **Goodboy, A. K.** (2017, November). *Health narratives in the classroom: The persuasive impact on student behavior and learning*. Health Communication Division, National Communication Association, Dallas, TX.
- Baker, J. P., & **Goodboy, A. K.** (2017, November). *Students' self-determination as a consequence of instructor misbehaviors*. Instructional Development Division, National Communication Association, Dallas, TX.
- Ball, H., Weber, K., **Goodboy, A. K.**, Lilly, C. L., Myers, S. A., & Rittenour, C. E. (2017, November). *Applying psychological reactance theory to examine older adults' responses to persuasive health messages from adult child caregivers*. Health Communication Division, National Communication Association, Dallas, TX.
- Goldman, Z. W., Claus, C. J., & **Goodboy, A. K.** (2017, May). *A conditional process analysis of the teacher confirmation-student learning relationship*. **Top Paper: Instructional Development Division**, International Communication Association, San Diego, CA.
- Ball, H., Weber, K., **Goodboy, A. K.**, Lilly, C. L., Myers, S. A., & Rittenour, C. E. (2017, April). *A qualitative exploration of the role of psychological reactance in communication between adult child caregivers and their older adult parents*. **Top 4 Paper: Health Communication Interest Group**, Eastern Communication Association, Boston, MA.
- Borzea, D., & **Goodboy, A. K.** (2016, November). *When instructors self-disclose but misbehave: Conditional effects on student engagement and interest*. **Top 4 Paper: Instructional Development Division**, National Communication Association, Philadelphia, PA.
- Bolkan, S., **Goodboy, A. K.**, & Myers, S. A. (2016, November). *Conditional processes behind effective instructor communication and student increases in cognitive learning*. **Top 4 Paper: Instructional Development Division**, National Communication Association, Philadelphia, PA.
- Eickholt, M. S., & **Goodboy, A. K.** (2016, November). *Investment model predictions of*

workplace ostracism on K-12 teachers' commitment to their schools and the profession of teaching. Applied Communication Division, National Communication Association, Philadelphia, PA.

Weiss, J., & **Goodboy, A. K.** (2016, November). *Changes to narrative point-of-view: Effects on health beliefs and cognitive learning.* Scholar to Scholar Presentation, National Communication Association, Philadelphia, PA.

Cohen, E. L., Knight, J., Eickholt, M., Betts, C., **Goodboy, A. K.**, Hudson, E., & Ford, R. (2016, May). *Don't spoil it! Examining spoilers as impediments to the intrinsic rewards of narrative engagement.* Information Systems Division, International Communication Association, Fukuoka, Japan.

Goldman, Z. W., & **Goodboy, A. K.** (2016, April). *Fostering intrinsic motivation in the classroom: An examination of personalized education and psychological needs.* **Top Paper: Communication Education Interest Group**, Central States Communication Association, Grand Rapids, MI.

Goodboy, A. K., Martin, M. M., & Rittenour, C. E. (2016, April). *Communicating with(out) conscience: Intolerant schemas and student bullying.* Applied Communication Division, Southern States Communication Association, Austin, TX.

Goodboy, A. K., Dainton, M., Borzea, D., & Goldman, Z. W. (2016, April). *Theoretical explanations of negative relational maintenance: Dyadic comparisons of actor-partner interdependence models.* **Top 3 Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Goodboy, A. K., Martin, M. M., Knight, J. M., & Long, Z. (2016, April). *Creating the boiler room environment: The job demand-control-support (JDACS) model as an explanation of workplace bullying.* **Top Paper: Organizational Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Goldman, Z. W., & **Goodboy, A. K.** (2016, April). *Explaining doctoral students' relational maintenance with their advisor: A psychosocial development perspective.* **Top Paper: Instructional Communication Interest Group**, Eastern Communication Association, Baltimore, MD.

Atkinson, J., **Goodboy, A. K.**, & Martin, M. M. (2016, April). *Teachers can be bullied too: An analysis of teaching outcomes related to workplace bullying.* Organizational Communication Interest Group, Eastern Communication Association, Baltimore, MD.

Daniels, R., Martin, M. M., & **Goodboy, A. K.** (2016, April). *Workplace bullying in academe: The experiences of female administrative assistants.* Organizational Communication Interest Group, Eastern Communication Association, Baltimore, MD.

Goldman, Z. W., **Goodboy, A. K.**, & Weber, K. D. (2015, November). *Reconsidering student*

motivation: An application of self-determination theory. **Top 4 Paper: Instructional Development Division**, National Communication Association, Las Vegas, NV.

Titsworth, S., Mazer, J. P., **Goodboy, A. K.**, Bolkan, S., & Myers, S. A. (2015, November). *Two meta-analyses exploring the relationship between teacher clarity and student learning.* **Top Paper: Instructional Development Division**, National Communication Association, Las Vegas, NV.

Bolkan, S., & **Goodboy, A. K.** (2015, November). *Rhetorical dissent as an adaptive response to classroom problems: A test of protection motivation theory.* **Top 4 Paper: Instructional Development Division**, National Communication Association, Las Vegas, NV.

Goodboy, A. K., & Martin, M. M. (2015, April). *The personality profile of a cyberbully: Examining the dark triad.* Communication Traits Interest Group, Eastern Communication Association, Philadelphia, PA.

Goodboy, A. K., Rittenour, C. E., Myers, S. A., & Bolkan, S. (2015, April). *The distal role of family communication in fostering instructional dissent.* Instructional Communication Interest Group, Eastern Communication Association, Philadelphia, PA.

Anderson, S. M., & **Goodboy, A. K.** (2015, April). *Teacher technology policies as predictors of student engagement.* Instructional Communication Interest Group, Eastern Communication Association, Philadelphia, PA.

Cranmer, G. A., & **Goodboy, A. K.** (2015, April). *Power play: Coach power use and athletes' communicative evaluations and responses.* Instructional Communication Interest Group, Eastern Communication Association, Philadelphia, PA.

Atkinson, J., & **Goodboy, A. K.** (2015, April). *Instructors' use of self-disclosure and content relevance and perceptions of student interest and engagement.* **Top 4 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.

Tindage, M. F., & **Goodboy, A. K.** (2015, April). *Instructor power use and the classroom environment.* **Top 4 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.

Goodboy, A. K., Martin, M. M., & Goldman, Z. W. (2014, November). *Students' experiences of bullying in high school and their adjustment and motivation during the first semester of college.* Instructional Development Division, National Communication Association, Chicago, IL.

Goodboy, A. K., & Myers, S. A. (2014, November). *Revisiting instructor misbehaviors: A revised typology and development of a measure.* Instructional Development Division, National Communication Association, Chicago, IL.

- Goldman, Z. W., & **Goodboy, A. K.** (2014, November). *Making students feel better: Examining the relationships between teacher confirmation and college students' emotional outcomes*. **Top 4 Paper: Instructional Development Division**, National Communication Association, Chicago, IL.
- Lancaster, A. L., Martin, M. M., & **Goodboy, A. K.** (2014, November). *Communication competence traits, student interest, and cyberbullying behavior among college students*. Human Communication and Technology Division, National Communication Association, Chicago, IL.
- Griffin, D. J., Bolkan, S., **Goodboy, A. K.**, & Frank, M. G. (2014, May). *Academic dishonesty beyond cheating and plagiarism: Students' interpersonal deception in the college classroom*. Instructional Development Division, International Communication Association, Seattle, WA.
- Goodboy, A. K.**, Bolkan, S., & Goldman, Z. W. (2014, April). *Classroom communities of dissent: Exploring students' imagined interactions and complaints with low affect instructors*. Instructional Communication Interest Group, Eastern Communication Association, Providence, RI.
- Goldman, Z. W., Bolkan, S., & **Goodboy, A. K.** (2014, April). *Revisiting the relationship between teacher confirmation and learning outcomes: Examining cultural differences in Turkish, Chinese, and American classrooms*. **Top 4 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Providence, RI.
- Goodboy, A. K.**, Carton, S. T., Gozanski, T. A., Tyler, W. J. C., & Johnson, N. R. (2014, April). *Discouraging instructional dissent and facilitating students' learning experiences through instructor self-disclosure*. **Top Paper: Instructional Development Division**, Southern States Communication Association, New Orleans, LA.
- Turnage, A., & **Goodboy, A. K.** (2014, April). *Email and face to face organizational dissent as a function of leader-member exchange status*. **Top Paper: Communication Theory Division**, Southern States Communication Association, New Orleans, LA.
- Dillow, M. R., **Goodboy, A. K.**, & Bolkan, S. (2014, April). *Attachment and the expression of affection in romantic relationships: Consideration of the mediating role of romantic love*. **Top Paper: Interpersonal Communication Division**, Southern States Communication Association, New Orleans, LA.
- Bolkan, S., & **Goodboy, A. K.** (2014, February). *Communicating charisma in instructional settings: Indicators and effects of charismatic teaching*. Communication and Instruction Interest Group, Western Communication Association, Anaheim, CA.
- Bolkan, S., Griffin, D. J., & **Goodboy, A. K.** (2014, February). *Communicating consumer complaints: Message content and its perceived effectiveness*. Organizational Communication Interest Group, Western Communication Association, Anaheim, CA.

- Goodboy, A. K., & Martin, M. M.** (2013, November). *Student temperament and motives as predictors of instructional dissent*. Communication and Social Cognition Division, National Communication Association, Washington, DC.
- Martin, M. M., **Goodboy, A. K.**, & Johnson, Z. (2013, November). *Workplace bullying: The impact of faculty members bullying graduate students*. Association for Communication Administration Division, National Communication Association, Washington, DC.
- Goodboy, A. K.**, & Frisby, B. (2013, June). *Students' academic orientations and instructional dissent*. Instructional Development Division, International Communication Association, London, England.
- Goodboy, A. K.**, Booth-Butterfield, M., Bolkan, S., & Griffin, D. J. (2013, June). *The role of instructor humor and students' educational orientations in student learning, extra effort, participation, and out-of-class communication*. **Top 4 Paper: Instructional Development Division**, International Communication Association, London, England.
- Goodboy, A. K.**, & Bolkan, S. (2013, April). *Instructional dissent as a function of student conflict styles*. Instructional Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.
- Bolkan, S., & **Goodboy, A. K.** (2013, April). *No complain, no gain: Students' organizational, relational, and personal reasons for withholding rhetorical dissent from their college instructors*. **Top 3 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Pittsburgh, PA.
- Stewart, M. A., **Goodboy, A. K.**, & Dainton, M. (2013, April). *Maintaining relationships on Facebook: Associations with uncertainty, jealousy, and satisfaction*. **Top 3 Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Pittsburgh, PA.
- Goodboy, A. K.**, & Myers, S. A. (2012, November). *Instructional dissent as an expression of aggressive communication traits*. Instructional Development Division, National Communication Association, Orlando, FL.
- Myers, S. A., **Goodboy, A. K.**, Johnson, Z., Vallade, J. I., Vela, L. E., LaBelle, S., Bryand, M., Sollito, M., Thoma, J. R., Berkebile, T., Gillen, H. G., & Odenweller, K. G. (2012, November). *Developing a profile of the effective college instructor: An initial investigation*. **Top Paper: Instructional Development Division**, National Communication Association, Orlando, FL.
- Chory, R. M., Horan, S. M., Carton, S., Houser, M. L., & **Goodboy, A. K.** (2012, November). *Toward a further understanding of students' emotional responses to classroom injustice*. **Top 4 Paper: Instructional Development Division**, National Communication Association, Orlando, FL.

- Goodboy, A. K.** (2011, November). *The voice of students: Developing and validating the instructional dissent scale*. Instructional Development Division, National Communication Association, New Orleans, LA.
- Bolkan, S., **Goodboy, A. K.**, & Griffin, D. J. (2011, November). *Intellectual stimulation and student approaches to studying: Enhancing quality learning through intrinsic motivation*. Instructional Development Division, National Communication Association, New Orleans, LA.
- Goodboy, A. K.**, & Bolkan, S. (2011, November). *Attachment and the use of negative relational maintenance behaviors in romantic relationships*. Interpersonal Communication Division, National Communication Association, New Orleans, LA.
- Bolkan, S., **Goodboy, A. K.**, & Bachman, G. F. (2011, November). *Antecedents of consumer repatronage intentions and word-of-mouth behaviors following an organizational failure: A test of investment model predictions*. Applied Communication Division, National Communication Association, New Orleans, LA.
- Goodboy, A. K.** (2011, April). *Instructional dissent in the college classroom*. **Top 3 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Arlington, VA.
- Goodboy, A. K.**, & Bolkan, S. (2011, April). *Student motives for communicating with instructors as a function of perceived instructor power use*. Instructional Communication Interest Group, Eastern Communication Association, Arlington, VA.
- Goodboy, A. K.**, Bolkan, S., Myers, S. A., & Zhao, X. (2010, November). *Student use of relational and influence messages in response to perceived instructor power use in American and Chinese college classrooms*. **Top 3 Paper: Instructional Development Division**, National Communication Association, San Francisco, CA.
- Horan, S. M., Chory, R. M., & **Goodboy, A. K.** (2010, November). *Understanding students' classroom justice experiences and responses*. Instructional Development Division, National Communication Association, San Francisco, CA.
- Bolkan, S., & **Goodboy, A. K.** (2010, November). *Transformational leadership in the classroom: The development and validation of the student intellectual stimulation scale*. Instructional Development Division, National Communication Association, San Francisco, CA.
- Bolkan, S., & **Goodboy, A. K.** (2010, November). *Consumer complaining behavior, imagined interactions, and communication traits: Cognitive processing following an organizational failure*. Communication and Social Cognition Division, National Communication Association, San Francisco, CA.

- Goodboy, A. K., Myers, S. A., & Bolkan, S.** (2010, April). *Student motives for communicating with an instructor as a function of perceived instructor misbehavior*. **Top Paper: Instructional Communication Interest Group**, Eastern Communication Association, Baltimore, MD.
- Goodboy, A. K., & Myers, S. A.** (2010, April). *Relational quality indicators and love styles as predictors of negative relational maintenance behaviors in romantic relationships*. Interpersonal Communication Interest Group, Eastern Communication Association, Baltimore, MD.
- Goodboy, A. K., & Booth-Butterfield, M., & Horan, S. M.** (2010, April). *Intentional jealousy evoking behavior in romantic relationships as a function of received partner affection and love styles*. Interpersonal Communication Interest Group, Eastern Communication Association, Baltimore, MD.
- Bolkan, S., & **Goodboy, A. K.** (2009, November). *Behavioral indicators of transformational leadership in the college classroom*. **Top 4 Paper: Instructional Development Division**, National Communication Association, Chicago, IL.
- Houser, M. L., Horan, S. M., **Goodboy, A. K., & Frymier, A. B.** (2009, November). *Students' first impressions of instructors: Understanding the role of relational messages*. Instructional Development Division, National Communication Association, Chicago, IL.
- Bolkan, S., & **Goodboy, A. K.** (2009, November). *Consumer communicative impact: The importance of making a difference with an organizational complaint*. **Best Overall Scholar to Scholar Presentation**, National Communication Association, Chicago, IL.
- Chory, R. M., & **Goodboy, A. K.** (2009, November). *Power, compliance, and resistance in instructional communication*. Instructional Development Division, National Communication Association, Chicago, IL.
- Goodboy, A. K., Weber, K., & Bolkan, S.** (2009, April). *The effects of instructor nonverbal and verbal immediacy on recall and multiple student learning indicators*. Nonverbal Communication Interest Group, Eastern Communication Association, Philadelphia, PA.
- Myers, S. A., & **Goodboy, A. K.** (2009, April). *Relational maintenance behaviors, relational characteristics, and communication channel use among adult siblings*. **Top Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.
- Bolkan, S., & **Goodboy, A. K.** (2009, April). *Transformational leadership in the classroom: Fostering student learning, student participation, and teacher credibility*. Instructional Communication Interest Group, Eastern Communication Association, Philadelphia, PA.
- Bertelsen, D., & **Goodboy, A. K.** (2009, April). *Curriculum planning: Trends in communication studies, workplace competencies, and current programs*. Instructional Communication

Interest Group, Eastern Communication Association, Philadelphia, PA.

Chory, R. M., & **Goodboy, A. K.** (2009, April). *Is basic personality related to video game play time and genre preferences?* Media Communication Interest Group, Eastern Communication Association, Philadelphia, PA.

Goodboy, A. K., & Bolkan, S. (2008, November). *College teacher misbehaviors: Associations with student communication behaviors and traditional learning outcomes.* Instructional Development Division, National Communication Association, San Diego, CA.

Goodboy, A. K., & Myers, S. A. (2008, May). *The effect of teacher confirmation on student communication and learning outcomes.* **Top 3 Paper: Instructional Development Division**, International Communication Association, Montreal, Quebec, Canada.

Goodboy, A. K., Martin, M. M., & Bolkan, S. (2008, May). *A confirmatory factor analysis of the student communication satisfaction scale.* Instructional Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.

Bolkan, S., & **Goodboy, A. K.** (2008, May). *Charisma in the classroom: A pilot study looking at the difference between instructors' nonverbal immediacy and charismatic behaviors.* Nonverbal Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.

Goodboy, A. K., & McCroskey, J. C. (2008, April). *Toward a theoretical model of the role of organizational orientations and Machiavellianism on nonverbal immediacy behavior and job satisfaction.* Communication Theory Interest Group, Southern States Communication Association, Savannah, GA.

Goodboy, A. K., Myers, S. A., & Patterson, B. R. (2007, November). *Investigating elderly sibling types, relational maintenance, and lifespan affect, cognition, and behavior.* Communication and Aging Division, National Communication Association, Chicago, IL.

Chory, R. M., **Goodboy, A. K.**, Hixon, N., & Baker, S. (2007, November). *Emotion-based traits as moderators of the violent video game play-aggression relationship: The roles of affective orientation and empathy.* Mass Communication Division, National Communication Association, Chicago, IL.

Dunleavy, K. N., Chory-Assad, R. M., & **Goodboy, A. K.** (2007, November). *Responses to deception in the workplace: Perceptions of credibility, power, and trust.* Organizational Communication Division, National Communication Association, Chicago, IL.

Chory, R. M., **Goodboy, A. K.**, Hixon, N., & Baker, S. (2007, May). *Does personality moderate the effects of violent video game play on aggression? An exploratory investigation.* **Top Interactive Paper: Game Studies**, International Communication Association, San Francisco, CA.

- Dunleavy, K. N., **Goodboy, A. K.**, Booth-Butterfield, M., Sidelinger, R. J., & Banfield, S. R. (2007, May). *Repairing hurtful messages in marital relationships*. Interpersonal Communication Division, International Communication Association, San Francisco, CA.
- Goodboy, A. K.**, & Martin, M. M. (2007, April). *Validating the SCSS: Examining attributional confidence, affective learning, and student communication motives*. Instructional Communication Interest Group, Eastern Communication Association, Providence, RI.
- Goodboy, A. K.**, Chory-Assad, R. M., & Dunleavy, K. N. (2007, April). *Organizational dissent as a function of organizational justice*. Organizational Communication Interest Group, Eastern Communication Association, Providence, RI.
- Chory-Assad, R. M., & **Goodboy, A. K.** (2007, April). *The effects of violent video game play on cognitive responses*. **Top 3 Paper: Mass Communication Interest Group**, Eastern Communication Association, Providence, RI.
- Goodboy, A. K.**, & Booth-Butterfield, M. (2006, November). *"I need some space": Identifying personality and communication predictors of desiring less closeness*. Scholar to Scholar Presentation, National Communication Association, San Antonio, TX.
- Goodboy, A. K.**, & Martin, M. M. (2006, November). *Student communication satisfaction: The development of a global measure of interactional satisfaction with instructors*. Instructional Development Division, National Communication Association, San Antonio, TX.
- Chory-Assad, R. M., **Goodboy, A. K.**, Hixon, N., & Baker, S. (2006, November). *Exploring involvement in the violent video game context: Effects of player identification, interest, and presence on aggressive outcomes*. Mass Communication Division, National Communication Association, San Antonio, TX.
- Goodboy, A. K.**, D'Brot, J. M., & Baker, K. S. (2006, April). *Relational maintenance behaviors of friends with benefits: Investigating equity and relational characteristics*. Interpersonal Communication Interest Group, Eastern Communication Association, Philadelphia, PA.
- Myers, S. A., & **Goodboy, A. K.** (2006, April). *Perceived verbal aggressiveness across the sibling lifespan*. **Top 4 Paper: Interpersonal Communication Interest Group**, Eastern Communication Association, Philadelphia, PA.
- Chory-Assad, R. M., **Goodboy, A. K.**, Baker, S., & Hixon, N. (2006, April). *Linking video game play and interpretations with player traits: Exploring the roles of trait aggressiveness, affective orientation, and empathy*. Media Communication Interest Group, Eastern Communication Association, Philadelphia, PA.
- Cayanus, J. L., Dunleavy, K. N., & **Goodboy, A. K.** (2006, April). *Further development of the evoking jealousy scale*. Interpersonal Communication Interest Group, Eastern

Communication Association, Philadelphia, PA.

Chory-Assad, R. M., **Goodboy, A. K.**, Baker, S., & Hixon, N. (2006, April). *An exploratory investigation of the personality-video game link: Frequency of play and interpretations of content*. **Top 4 Paper: Media Studies Interest Group**, Central States Communication Association, Indianapolis, IN.

Martin, M. M., Cayanus, J. L., Weber, K. D., & **Goodboy, A. K.** (2006, April). *College students' stress and its impact on their motivation and communication with their instructors*. **Top 4 Paper: Communication Education Interest Group**, Central States Communication Association, Indianapolis, IN.

Goodboy, A. K., Brann, M., & Weber, K. (2005, November). *Flirtation rejection strategies: Toward an understanding of the communicative disinterest in flirting*. Interpersonal Communication Division, National Communication Association, Boston, MA.

Weber, K. D., Cayanus, J. L., & **Goodboy, A. K.** (2005, November). *Flirtation effectiveness and appropriateness: An experimental study of opening lines*. Interpersonal Communication Division, National Communication Association, Boston, MA.

Goodboy, A. K., & Martin, M. M. (2005, April). *Student motives for communicating with their instructors: A validity study*. Theory and Methodology, Eastern Communication Association, Pittsburgh, PA.

Goodboy, A. K. (2005, April). *Communicative affective learning theory*. Theory and Methodology Interest Group, Eastern Communication Association, Pittsburgh, PA.

Goodboy, A. K. (2005, April). *Medical fears: The influences of perceived social support, physician credibility, and touch avoidance on various patient phobias*. Paper presented to the Health Communication Interest Group, Central States Communication Association, Kansas City, KS.

Goodboy, A. K. (2005, April). *Student communication satisfaction, teacher similarity, and teacher liking as a function of attributional confidence*. Communication Education Interest Group, Central States Communication Association, Kansas City, KS.

Goodboy, A. K., & Booth-Butterfield, M. (2004, November). *Affective orientation and eating behavior: Two studies of emotional, restrained, and externally-based eating decisions*. Health Communication Division, National Communication Association, Chicago, IL.

Goodboy, A. K. (2004, April). *Smoking desirability: An assessment of perceptions of smoker attractiveness and credibility*. Nonverbal Communication Interest Group, Eastern Communication Association, Boston, MA.

Goodboy, A. K., & McCroskey, J. C. (2004, April). *Machiavellian communication in the workplace: The influences of the Machiavellianism trait in an organizational setting*.

Organizational Communication Interest Group, Eastern Communication Association, Boston, MA.

Cayanus, J. L., Martin, M. M., & **Goodboy, A. K.** (2004, April). *The relationships of teacher self-disclosure with student motives to communicate and credibility*. Instructional Communication Interest Group, Eastern Communication Association, Boston, MA.

Myers, S. A., & **Goodboy, A. K.**, & Members of COMM 612. (2004, April). *An investigation of groupware in the small group communication course*. Interpersonal and Small Groups Communication Interest Group, Central States Communication Association, Cleveland, OH.

Goodboy, A. K., & Sopko, A. (2003, April). *Interpersonal communication apprehension and relational development*. Instructional Practices Interest Group, Eastern Communication Association, Washington, D.C.

PANEL PRESENTATIONS (N = 15)

Goodboy, A. K. (2022). *Spotlight: 2021 ECA distinguished teaching fellows*. ECA Teaching Fellows, Eastern Communication Association, Philadelphia, PA.

Goodboy, A. K. (2022). *Honoring Dr. Marianne Dainton, longtime ECA member and ECA distinguished research fellow*. Eastern Communication Association, Philadelphia, PA.

Goodboy, A. K. (2020). *Instructional resilience: Prioritization of instructor communication behaviors by course modality*. Instructional Communication Interest Group, Eastern Communication Association, Virtual Conference.

Goodboy, A. K. (2020). *At the crossroads of the coronavirus: Health communication researchers addressing the COVID-19 crisis*. Health Communication Division, National Communication Association, Indianapolis, IN.

Goodboy, A. K. (2020). *Sixth annual NCA anti-bullying roundtable discussion*. NCA First Vice President, National Communication Association, Indianapolis, IN.

Goodboy, A. K. (2019). *Spotlight honoring Dr. Myers*. Teachers on Teaching, National Communication Association, Baltimore, MD.

Goodboy, A. K. (2018). *Fourth annual NCA anti-bullying roundtable discussion*. NCA First Vice President, National Communication Association, Salt Lake City, UT.

Goodboy, A. K. (2017). *Third annual NCA anti-bullying roundtable discussion*. NCA First Vice President, National Communication Association, Dallas, TX.

Goodboy, A. K. (2017). *Ongoing research on bullying*. First Vice-President and ECA Distinguished Research Fellows, Eastern Communication Association, Boston, MA.

- Goodboy, A. K.** (2016). *Best research ideas from leading instructional scholars*. Instructional Development Division, National Communication Association, Philadelphia, PA.
- Goodboy, A. K.** (2016). *Imagining research's civic calling: Exploring the past and future of bullying research*. Preconferences, National Communication Association, Philadelphia, PA.
- Goodboy, A. K.** (2016). *NCA anti-bullying roundtable discussion*. NCA First Vice President, National Communication Association, Philadelphia, PA.
- Goodboy, A. K.** (2015). *NCA anti-bullying roundtable discussion*. NCA First Vice President, National Communication Association, Las Vegas, NV.
- Goodboy, A. K.** (2012). *Creating community in the classroom through using effective instructional communication behaviors*. Instructional Development Division, National Communication Association, Orlando, FL.
- Goodboy, A. K.** (2011). *Voices of success: Building a better conference submission*. Instructional Development Division, National Communication Association, New Orleans, LA.

INVITED PRESENTATIONS

- Goodboy, A. K., Beckley, T., & DeFrank-Cole, L. (2022). *Cultivating a growth mindset*. Eberly College of Arts & Sciences, West Virginia University.
- Goodboy, A. K. (2020). *Omega over alpha for reliability estimation of unidimensional communication measures*. Instructional Communication Interest Group, University of Kentucky.
- Goodboy, A. K., & Martin, M. M. (2017). *Antecedents and consequences of workplace bullying*. Alberti Center for Bullying Abuse Prevention, University at Buffalo Graduate School of Education.
- Goodboy, A. K. (2015). *Changes in college students' communication about their coursework: Making sense of students' complaints and criticisms*. Keynote speaker for Association of Faculties for Advancement of Community College Teaching 25th Annual Convention, Carroll Community College.
- Goodboy, A. K. (2013). *Student dissent and complaining behavior in college*. LaSalle University.
- Goodboy, A. K. (2012). *Social media in the classroom*. Finance University, Charleston, WV.

HONORS AND AWARDS

#1 most published scholar in the communication discipline, 2017-2021 (Griffin et al., 2023)
 #1 most published scholar in the communication discipline, 2012-2016 (Griffin et al., 2018)
 #2 most published scholar in *Communication Education*, 2000-2016 (Conley & Ah Yun, 2017)
 #2 most published scholar in communication discipline, 2007-2011 (Bolkan et al., 2012)
 #10 most published scholar in the communication discipline, 1915-2018 (Atkin et al., 2020)
 Past Presidents' and Officers' Award, Eastern Communication Association (2022)
 Teaching Fellow, Eastern Communication Association (2021)
 WVU Foundation Award for Outstanding Teaching (2021)
 Eberly College Outstanding Teaching Award (2020)
 Research Fellow, Eastern Communication Association (2016)
 Top Paper, Interpersonal Communication, National Communication Association (2024)
 Top Paper, Interpersonal Communication, Eastern Communication Association (2023)
 Top Paper, Organizational Communication, Eastern Communication Association (2023)
 Top 3 Paper, Instructional Communication, Eastern Communication Association (2023)
 Top Paper, Instructional Development, National Communication Association (2022)
 Top Paper, Interpersonal Communication, Eastern Communication Association (2022)
 Top 3 Paper, Interpersonal Communication, Eastern Communication Association (2022)
 Top 3 Paper, Instructional Communication, Eastern Communication Association (2022)
 Top 4 Paper, Association for Business Communication, National Communication Association (2021)
 Top 4 Paper, Instructional Development, National Communication Association (2021)
 Top 3 Paper, Interpersonal Communication, Eastern Communication Association (2021)
 Top 3 Paper, Instructional Communication, Eastern Communication Association (2021)
 Top Paper, Instructional Development, National Communication Association (2020)
 Top 4 Paper, Instructional Development, National Communication Association (2020)
 Top Paper, Instructional Communication, Eastern Communication Association (2020)
 Top 4 Paper, Instructional Communication, Eastern Communication Association (2020)
 Top Paper, Interpersonal Communication, National Communication Association (2019)
 Top Paper, Instructional Communication, Eastern Communication Association (2019)
 Top 4 Paper, Instructional Development, National Communication Association (2018)
 Top 4 Paper, Instructional Development, International Communication Association (2018)
 Top Paper, Instructional Development, Southern States Communication Association (2018)
 Top 4 Paper, Communication and Technology, Eastern Communication Association (2018)
 Top Paper, Instructional Development, International Communication Association (2017)
 Top 4 Paper, Health Communication, Eastern Communication Association (2017)
 Top 4 Paper, Instructional Development, National Communication Association (2016)
 Top 4 Paper, Instructional Development, National Communication Association (2016)
 Top Paper, Communication Education, Central States Communication Association (2016)
 Top Paper, Organizational Communication, Eastern Communication Association (2016)
 Top Paper, Instructional Communication, Eastern Communication Association (2016)
 Top 3 Paper, Interpersonal Communication, Eastern Communication Association (2016)
 Top Paper, Instructional Development, National Communication Association (2015)
 Top 4 Paper, Instructional Development, National Communication Association (2015)
 Top 4 Paper, Instructional Development, National Communication Association (2015)
 Top 4 Paper, Instructional Communication, Eastern Communication Association (2015)

Top 4 Paper, Instructional Communication, Eastern Communication Association (2015)
 Top 4 Paper, Instructional Development, National Communication Association (2014)
 Top 4 Paper, Instructional Communication, Eastern Communication Association (2014)
 Top Paper, Communication Theory, Southern States Communication Association (2014)
 Top Paper, Interpersonal Communication, Southern States Communication Association (2014)
 Top Paper, Instructional Development, Southern States Communication Association (2014)
 Top 4 Paper, Instructional Development, International Communication Association (2013)
 Top 3 Paper, Interpersonal Communication, Eastern Communication Association (2013)
 Top 3 Paper, Instructional Communication, Eastern Communication Association (2013)
 Top Paper, Instructional Development, National Communication Association (2012)
 Top 4 Paper, Instructional Development, National Communication Association (2012)
 Top 3 Paper, Instructional Communication, Eastern Communication Association (2011)
 Top 3 Paper, Instructional Development, National Communication Association (2010)
 Top Paper, Instructional Communication, Eastern Communication Association (2010)
 Top 4 Paper, Instructional Development, National Communication Association (2009)
 Best Overall Scholar to Scholar Presentation, National Communication Association (2009)
 Top Paper, Interpersonal Communication, Eastern Communication Association (2009)
 Top 3 Paper, Instructional Development, International Communication Association (2008)
 Top Interactive Paper (\$500), International Communication Association (2007)
 Top 3 Paper, Media Communication, Eastern Communication Association (2007)
 Top 4 Paper, Interpersonal Communication, Eastern Communication Association (2006)
 Top 4 Paper, Media Studies, Central States Communication Association (2006)
 Top 4 Paper, Communication Education, Central States Communication Association (2006)
 Provost's Research MVP Award (2021)
 Provost's Award for Excellence in Research/Scholarly Activity (2009)
 Dean's Salute to Excellence Award (2009)
 Most Influential Professor for a Scholar/Athlete Award (2010, 2011, 2012)
 STRIVE Caught in the Act Award (2010)
 Who's Who in America (2010)
 International Communication Association Outstanding Graduate Student Teaching Award (2007)
 Outstanding Graduate Teaching Award, Eberly College of Arts and Sciences, WVU (2006)
 HERF Fellowship Award (2005-2006)

TEACHING

West Virginia University

Professor (2018-current)

COMM 201	Communication Research Methods
COMM 308	Nonverbal Communication
COMM 401	Advanced Communication Research Methods
COMM 651	Organizational Research and Evaluation
COMM 662	Conflict in Professional Life
COMM 701	Graduate Research Methods
COMM 711	Advanced Seminar in Research Methods

COMM 712	Communication Measurement
COMM 719	Advanced Instructional Communication
COMM 796	Graduate Seminar

Associate Professor (2012-2018)

COMM 105	Introduction to Mass Media
COMM 201	Communication Research Methods
COMM 202	Interpersonal Communication
COMM 308	Nonverbal Communication
COMM 401	Advanced Communication Research Methods
COMM 593A	Organizational Research and Evaluation
COMM 601	Instructional Communication
COMM 603	Training & Development
COMM 619	Communication and Affect in Instruction
COMM 691S	Conflict in the Classroom
COMM 662	Conflict in Professional Life
COMM 693A	Dark Side of Organizational Communication
COMM 693J	Bullying
COMM 693Q	Translating Communication Research
COMM 694E	Conflict Management and Resolution
COMM 693J	Mediation and Moderation
COMM 701	Graduate Research Methods
COMM 719	Advanced Instructional Communication
COMM 793I	General Linear Models
COMM 796	Graduate Seminar
WVUCOMMMOOC	Cyberbullying (online)

Bloomsburg University of Pennsylvania

Assistant Professor (2007-2012)

CommStud.102	Introduction to Communication Studies
CommStud.103	Public Speaking
CommStud.104	Interpersonal Communication
CommStud.207	Communication Research Methods
CommStud.313	Conflict Management and Resolution
CommStud.420	Nonverbal Communication
CommStud.425	Relational Communication
CommStud.493	Dark Side of Relational Communication

West Virginia University

Instructor of Record/GTA (2004-2007)

COMM 100	Principles of Human Communication
COMM 102	Interpersonal Communication
COMM 103	Presentational Speaking
COMM 104	Public Communication

COMM 201	Communication Theory/Research II
COMM 306	Organizational Communication
COMM 308	Nonverbal Communication
COMM 316	Intercultural Communication
COMM 404	Persuasion
COMM 619	Communication and Affect in Instruction (co-instructor)

Course Administrator (2004-2006)

COMM 100	Principles of Human Communication
COMM 308	Nonverbal Communication
COMM 316	Intercultural Communication

Graduate Teaching Assistant (2002-2004)

COMM 100	Principles of Human Communication
COMM 122	Communication in Contemporary Society
COMM 200	Communication Theory and Research
COMM 308	Nonverbal Communication

SERVICE

Journal Submission Reviews (N = 355 reviews)

Editorial Board Memberships (N = 6 current)

Human Communication Research: 2024-present

Editor: Winson Peng

Communication Methods & Measures: 2015-present

Editor: Jörg Matthes, Lijiang Shen

Communication Education: 2009-present

Editors: Melanie Booth-Butterfield, Paul Witt, Jon Hess, Deanna Dannels, Joseph Mazer, Kyle Rudick

Communication Quarterly: 2010-present

Editors: Trevor Parry-Giles, Pamela Lannutti, Chris Morse, Zac Johnson

Communication Research Reports: 2010-present

Editors: Ted Avtgis, Don Stacks, Nick Bowman, Keith Weber, David Keating

Southern Communication Journal: 2014-present

Editors: Leroy Dorsey, Jennifer Samp, Benjamin Bates, Rebekah Fox

Communication Monographs: 2020-2024

Editor: Paul Schrodtt; Srividya Ramasubramanian

Western Journal of Communication: 2013-2023

Editors: William Eadie, Sharon Downey, Robert Rowland, Amy Johnson

Communication Reports: 2010-2014; 2022-2024

Editors: William Sharkey, Rodney Reynolds, Amanda Denes

Journal of Communication Pedagogy: 2017-2022 (Associate Editor, 2017-2019)

Editor: Scott Myers, Deanna Sellnow

Iowa Journal of Communication: 2016-2018

Editor: David McMahan
 North American Journal of Psychology: 2010-2017
 Editor: Lynn McCutcheon
 Communication Teacher: 2013-2018
 Editors: Marian Houser, Deanna Fassett

Invited Reviewer

Journal of Communication (2024), Editors: David Ewoldsen, Natascha Just, Chul-joo Lee, Keren Tenenboim-Weinblatt
 Journal of Language and Social Psychology (2024), Editor: Nicholas Palomares
 Communication Research (2024), Editor: Steve Rains
 Human Communication Research (2023), Editor: Bo Feng
 Journal of Communication (2023), Editors: David Ewoldsen, Natascha Just, Chul-joo Lee, Keren Tenenboim-Weinblatt
 Communication Research (2023), Editor: Steve Rains
 Journal of Media Psychology (2023), Editor: Nick Bowman
 Journal of Family Communication (2023), Editor: Scott Myers
 Social Psychology of Education (2022), Editor: Sabine Glock
 Personal Relationships (2022), Editor: Ashley Randall
 Journal of Communication (2022), Editor: R. Lance Holbert
 Human Communication Research (2021), Editor: Bo Feng
 Management Communication Quarterly (2021), Editor: Rebecca Meisenbach
 Journal of Social and Personal Relationships (2021), Editor: Melissa Curran
 Communication Reports (2021), Editor: Amanda Denes
 Journal of Family Communication (2021), Editor: Scott Myers
 Journal of Communication (2020), Editor: R. Lance Holbert
 Journal of Social and Personal Relationships (2020), Editor: Melissa Curran
 Communication Research (2020), Editor: Jennifer Gibbs
 Communication Monographs (2020), Editor: Paul Schrodt
 Journal of Couple & Relationship Therapy (2020), Editor: Katherine Hertlein
 Computers & Education (2020), Editor: Miguel Nussbaum
 International Journal of Bullying Prevention (2020), Editor: Sebastian Wachs
 Communication & Sport (2020), Editor: Lawrence Wenner
 Journal of Family Communication (2019), Editor: Jeff Child
 Journal of Social and Personal Relationships (2019), Editor: Geoff MacDonald
 Management Communication Quarterly (2019), Editor: Rebecca Meisenbach
 Journal of Applied Communication Research (2019), Editor: Debbie Dougherty
 Communication Studies (2019), Editor: Patric Spence
 Communication Monographs (2019), Editor: Paul Schrodt
 Basic Communication Course Annual (2019), Editor: Joseph Mazer
 Journal of Media Psychology (2019), Editor: Christoph Klimmt
 Learning and Individual Differences (2019), Editor: Paul Cirino
 Human Communication Research (2018), Editor: Eun-Ju Lee
 Management Communication Quarterly (2018), Editor: Patricia Sias
 Journal of Applied Communication Research (2018), Editor: Debbie Dougherty

Journal of Social and Personal Relationships (2018), Editor: Geoff MacDonald
 Health Communication (2018), Editor: Teresa Thompson
 Journal of Family Communication (2018), Editor: Jeff Child
 Human Resource Management Journal (2018), Editor: Andrew Timming
 Communication Studies (2018), Editor: Patric Spence
 Communication Reports (2018), Editor: Tara McManus
 Aggression and Violent Behavior (2017), Editor: Vincent van Hassel
 Psychology of Violence (2017), Editor: Sherry Hamby
 Violence and Gender (2017), Editor: Mary Ellen O'Toole
 Communication Monographs (2017), Editor: Tamara Afifi
 Journal of Social and Personal Relationships (2017), Editor: Geoff MacDonald
 BMC Public Health (2017), Editor: Natalie Pafitis
 Computers in Human Behavior (2017), Editor: Matthieu Guitton
 Scandinavian Journal of Educational Research (2017), Editor: Jani Ursin
 Communication & Sport (2017), Editor: Lawrence Wenner
 Communication Studies (2017), Editor: Kenneth Lachlan
 Personal Relationships (2016), Editor: Deborah Kashy
 Journal of Family Communication (2016), Editor: Jordan Soliz
 Computers & Education (2016), Editor: Miguel Nussbaum
 Communication Studies (2016), Editor: Kenneth Lachlan
 Communication Reports (2016), Editor: Jennifer Bevan
 Atlantic Journal of Communication (2016), Editor: Gary Radford
 Communication Studies (2015), Editor: Kenneth Lachlan
 Chinese Journal of Communication (2015), Editor: Saskia Witteborn
 Communication Methods and Measures (2015), Editor: Jörg Matthes
 Journal of Applied Communication Research (2015), Editor: Katherine Miller
 Journal of Intercultural Communication (2015), Editor: Stephen Croucher
 International Journal of Information Management (2015), Editor: Thompson Teo
 Communication & Sport (2014), Editor: Lawrence Wenner
 Journal of Family Communication (2014), Editor: Jordan Soliz
 Journal of Homeland Security and Emergency Management (2014), Editor: Arthur Liberty
 Western Journal of Communication (2014), Editor: Sharon Downey
 Atlantic Journal of Communication (2014), Editor: Gary Radford
 Communication Monographs (2013), Editor: Kory Floyd
 Journal of Applied Communication Research (2013), Editor: Michele Jackson
 Western Journal of Communication (2013), Editor: William Eadie
 Communication Methods and Measures (2013), Editor: Andrew Hayes
 The Asia-Pacific Education Researcher (2013), Editor: Chwee Beng Lee
 Communication Quarterly (2013), Editor: Benjamin Bates
 Marriage & Family Review (2013), Editor: Walter Schumm
 Journal of Applied Communication Research (2012), Editor: Michele Jackson
 Journal of Family Communication (2012), Editor: Loreen Olson
 Atlantic Journal of Communication (2012), Editor: Gary Radford
 Psychological Reports (2012), Editor: Carol Ammons
 CyberPsychology, Behavior, & Social Networking (2012), Editor: Brenda Wiederhold
 Social Psychological and Personality Science (2012), Editor: Catrin Finkenauer

Psychological Reports (2011), Editor: Carol Ammons
 CyberPsychology, Behavior, & Social Networking (2011), Editor: Brenda Wiederhold
 Atlantic Journal of Communication (2011), Editor: Gary Radford
 Communication Quarterly (2010), Editor: Trevor Parry-Giles
 HUMOR: The International Journal of Humor Research (2010), Editor: Salvatore Attardo
 Personality and Individual Differences (2010), Editor: Paul Barrett
 Communication Reports (2010), Editor: William Sharkey
 Personality and Individual Differences (2010), Editor: Caroline Davis
 Western Journal of Communication (2010), Editor: Brian Ott
 Communication Research Reports (2010), Editor: Wendy Samter
 Psychological Reports (2010), Editor: Carol Ammons
 Communication Reports (2009), Editor: William Sharkey
 Communication Education (2009), Editor: Melanie Booth-Butterfield
 Personality and Individual Differences (2009), Editor: Don Saklofske
 North American Journal of Psychology (2009), Editor: Lynn McCutcheon
 Communication Education (2008), Editor: Melanie Booth-Butterfield
 North American Journal of Psychology (2008), Editor: Lynn McCutcheon
 Personality and Individual Differences (2008), Editor: Veena Kumari
 Western Journal of Communication (2008), Editor: Brian Ott

Grant Reviewer

Social Sciences and Humanities Research Council of Canada – Insight Grants (2019)
 The Netherlands Organisation for Scientific Research – Replication Studies (2018)
 National Science Foundation – Science of Organizations (2017)

Invited Publications

Instructor misbehaviors (NCA, EID Series)
 Communicating humor in the classroom helps fulfill students’ basic needs (2015).
Communication Currents (Vol. 10, Issue 1; NCA)
 Using communication to make students feel better about their coursework (2014).
Communication Currents (Vol. 9, Issue 4; NCA)
 Making sense of students’ complaints, criticisms, and protests (2011). *Communication Currents* (Vol. 6, Issue 4; NCA)
 “And justice for all”: Fairness in the college classroom (2010). *Communication Currents* (Vol. 5, Issue 6; NCA)
 Translating research into practice: Instructor misbehaviors (NCA, TRIP Series)

Reviewer for Communication Associations

Instructional Development Division (2021), National Communication Association,
 Seattle, WA.
 Interpersonal Communication Division (2020), International Communication Association,
 Virtual Conference
 Instructional Development Division (2020), National Communication Association,

Indianapolis, IN.
 Interpersonal Communication Interest Group (2019), Eastern Communication Association, Baltimore, MD.
 Instructional Development Division (2019), National Communication Association, Baltimore, MD.
 Instructional Development Division (2018), National Communication Association, Salt Lake City, UT.
 Research in Progress (2018), National Communication Association, Salt Lake City, UT.
 Research in Progress (2017), National Communication Association, Dallas, TX.
 Short Courses (2017), National Communication Association, Dallas, TX.
 Instructional Development Division (2016), National Communication Association, Dallas, TX
 Instructional Development Division (2016), National Communication Association, Philadelphia, PA.
 Instructional Communication Interest Group (2015), Eastern Communication Association, Philadelphia, PA.
 Interpersonal Communication Interest Group (2013), Eastern Communication Association, Providence, RI.
 Instructional Development Division (2012), International Communication Association, London, England.
 Instructional Development Division (2011), National Communication Association, New Orleans, LA.
 Nonverbal Communication Interest Group (2011), Eastern Communication Association, Arlington, VA.
 Interpersonal Communication Interest Group (2010), Eastern Communication Association, Baltimore, MD.
 Instructional Development Division (2009), National Communication Association, Chicago, IL.
 Interpersonal Communication Interest Group (2009), Eastern Communication Association, Philadelphia, PA.
 Nonverbal Communication Interest Group (2009), Eastern Communication Association, Philadelphia, PA.
 Instructional Development Division (2008), International Communication Association, Montreal, Quebec, Canada.
 Lambda Pi Eta Interest Group (2008), Eastern Communication Association, Pittsburgh, PA.
 Nonverbal Communication Interest Group (2008), Eastern Communication Association, Pittsburgh, PA.
 Nonverbal Communication Interest Group (2005), Eastern Communication Association, Pittsburgh, PA.

Panel Chair

How students learn: Theoretical perspectives from educational psychology to incorporate into instructional communication research (2018). Eastern Communication Association, Pittsburgh, PA.
Teacher and student dynamics in instructional communication (2008). International Communication Association, Montreal, Quebec, Canada
Top competitive papers in nonverbal communication (2008).

Eastern Communication Association, Pittsburgh, PA.
Improving the workplace socialization of employees with disabilities: An interactive training program module (2007). Eastern Communication Association, Providence, RI.
Students creating summaries for connection and action (2006). National Communication Association, San Antonio, TX.
Top papers in nonverbal communication (2006). Eastern Communication Association, Philadelphia, PA.

Paper/Panel Respondent

Communication education in elementary schools, secondary schools, and the college/university (2014). National Communication Association, Chicago, IL.
Top papers in instructional development (2013). National Communication Association, Washington, D.C.
Instructional development division competitive papers panel (2012). National Communication Association, Orlando, FL.
Teacher and student dynamics in instructional communication (2008). International Communication Association, Montreal, Quebec, Canada

Positions Held in Discipline

B. Aubrey Fisher Outstanding Journal Article Award Committee (2022)
 Director of Innovations in Research & Publishing (2019), Eastern Communication Association, Baltimore, MD.
 Chair (2014), Instructional Development Division, National Communication Association, Chicago, IL.
 Member of Legislative Assembly (2014), National Communication Association, Chicago, IL.
 Milton Dickens Award for Exemplary Research Selection Committee (2013)
 Vice Chair and Program Planner (2013), Instructional Development Division, National Communication Association, Washington, D.C.
 Member of Legislative Assembly (2012), National Communication Association, Orlando, FL.
 Vice Chair Elect (2012), Instructional Development Division, National Communication Association, Orlando, FL.
 Nominating Committee (2008). Nonverbal Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.
 Chair and Program Planner (2007), Nonverbal Communication Interest Group, Eastern Communication Association.
 Vice Chair (2006), Nonverbal Communication Interest Group, Eastern Communication Association, Philadelphia, PA.
 Teller's Committee, Central States Communication Association (2004, 2005)

Reviewer of Book Manuscripts

SAGE (2012, 2015)
 Cognella (2016)

McGraw-Hill (2011)
 Pearson, Allyn & Bacon (2010)
 Cengage Learning (2009)

West Virginia University Service

Chair, IRB Emergency Use Committee (2023-present)
 Vice Chair, IRB Emergency Use Committee (2020-2023)
 Member, IRB Chairs Committee (2020-present)
 Member, IRB Submission System Advisory Group (2020-2021)
 Member, Institutional Review Board (IRB; 2016-present)
 Member, IRB Principal Investigators Subcommittee (2022-2023)
 Reviewer for WVU Foundation Outstanding Teaching Award (2022, 2023)
 PhD Program Coordinator (2016-2021)
 Associate PhD Coordinator (2015)
 Interim PhD Coordinator (2015)
 Media Management Committee (2019-present)
 Awards Committee (2023-present)
 Inclusion, Diversity, Equity, and Access Committee (2021-2023)
 Chair, Communication Studies Research Committee (2021-present)
 Faculty Evaluation Committee (2013, 2016, 2018-2021, 2023)
 Faculty Evaluation Committee Chair (2016, 2018)
 Department IRB Coordinator (2015-2016)
 Eberly College Advising Search Committee (2024)
 Communication Studies Faculty Search Committee (2014, 2020, 2021)
 Chair of Ad Hoc Research Committee (2014)
 Eberly College Promotion and Tenure Committee (2013)
 Executive Committee for Communication Studies Strategic Plan (2013)
 Research Committee for Communication Studies Strategic Plan (2013)
 Place to Be Committee for Communication Studies Strategic Plan (2013)
 Reader for M.A. Off-Campus Instructional Comprehensive Exams (2012-2016)

Bloomsburg University Service

Workshop Facilitator for “Navigating Relationships & Dating” (2011) as part of the
 “Husky Prep” Orientation for Incoming Freshmen
 Presenter of “Affective Domain, Motivation, and Student Learning” as part of the
 Teaching and Learning Excellence Academy (2011)
 Invited Speaker for "Dating in the Fast Lane", Sponsored by Bloomsburg Student Life
 (2009)
 Volunteer for Danville State Hospital (2010-2011)
 Contributor for Article in The Daily Voice “Crazy in Love” (2011, 2012)
 Communication Studies Open House Representative (2009; 2011)
 Consultant for College of Liberal Arts Outcomes Assessment Committee (2010 – 2012)
 Teaching and Learning Enhancement Ambassador (2007 – 2012)
 Communication Studies Curriculum Committee (2007 – 2012)

Liaison for Communication Studies Secondary Education Majors (2008 – 2012)
 Chair of Communication Studies Planning and Assessment Committee (2008 - 2012)
 Communication Studies Evaluation Committee (2010 – 2012)
 Teacher Education Council (2009 – 2012)
 Communication Studies Laboratory Subcommittee (2010)
 Faculty Advisor: BU Bureau of Statistics (2008 – 2009)
 Faculty Advisor: Bloomsburg Music Club (2008 – 2009)

MENTORED STUDENT RESEARCH

Rebekah Chiasson, Ph.D., Chair, Dissertation Committee (2024)
 Katherine Armstrong, Ph.D., Chair, Dissertation Committee (2023)
 Lauren Fellers, Ph.D., Member, Dissertation Committee (2023)
 Rachael Purtell, Ph.D., Member, Dissertation Committee (2023)
 Heath Howard, Ph.D., Member, Dissertation Committee (2023)
 Sara Pitts, Ph.D., Member, Dissertation Committee (2022)
 Christiana Robey, M.A., Chair, Thesis Committee (2021)
 Kevin Knoster, Ph.D., Chair, Dissertation Committee (2021)
 Dana Borzea, Ph.D., Member, Dissertation Committee (2021)
 Stephen Kromka, Ph.D., Chair, Dissertation Committee (2020)
 James Baker, Ph.D., Chair, Dissertation Committee (2019)
 Cathlin Clark-Gordon, Ph.D. Member, Dissertation Committee (2019)
 Christine Anzur, Ph.D., Member, Dissertation Committee (2018)
 Jennifer Knight, Ph.D., Member, Dissertation Committee (2018)
 Molly Eickholt, Ph.D., Member, Dissertation Committee (2018)
 Jordan Atkinson, Ph.D., Member, Dissertation Committee (2018)
 Hannah Ball, Ph.D., Member, Dissertation Committee (2016)
 Melissa Tindage, Ph.D., Member, Dissertation Committee (2016)
 Rita Daniels, Ph.D., Member, Dissertation Committee (2016)
 Zachary Goldman, Ph.D., Chair, Dissertation Committee (2015)
 Gregory Cranmer, Ph.D., Member, Dissertation Committee (2015)
 Michael Sollitto, Ph.D., Member, Dissertation Committee (2014)
 Maddalena Nesbit, B.A., Undergraduate Mentor (2014)
 Tricia Forgit, B.S., Chair, Honors Undergraduate Thesis (2012)
 Shannon Logan, M.S., Member, Thesis Committee (2006)

PROFESSIONAL DEVELOPMENT

Intensive Longitudinal Methods: Design and Analysis in Mplus (2024): Institute for Statistical and Data Science (10 hours). Instructor: Peter Koval, University of Melbourne
 Mediation and Moderation Analysis for Simple Within-Subject Designs (2024): Statistical Horizons (8 hours). Instructor: Amanda Montoya (University of California Los Angeles)
 Multilevel Structural Equation Modeling (2024): SMaRT (Statistics, Methods, & Research Training) Workshops (16 hours)
 Instructor: Aidan Wright, University of Michigan
 Composite Models in Mplus (2024): Quantfish (6 hours)
 Instructors: Jörg Henseler & Florian Schuberth, University of Twente

- Methods for Meta-Analysis: 40 Years of Progress (2024): Statistical Horizons (3 hours)
Instructor: Larry Hedges, Northwestern University
- Applied Longitudinal Data Analysis (2024): Institute for Statistical and Data Science (18 hours). Instructor: Emilio Ferrer, University of California, Davis
- PROCESS vs. Structural Equation Modeling (2023): Statistical Horizons (3 hours)
Instructor: Andrew Hayes, University of Calgary
- Science Training Sessions: Intensive Longitudinal Data: Latent Class Differences in Change Patterns (2023): American Psychological Association (1.5 hours).
Instructors: Sy-Min Chow & Yanling Li, Pennsylvania State University
- Econometric Models for Discrete Choices (2023): Statistical Horizons (3 hours)
Instructor: William Greene, New York University
- Science Training Sessions: Overview and Application of QuantCrit Principles (2023): American Psychological Association (1 hour).
Instructors: Christen Priddie, Indiana University Bloomington; Wendy Castillo, Princeton University
- Mediation Analysis: 99 Years of Progress (2023): Statistical Horizons (3 hours)
Instructor: David A. Kenny (University of Connecticut)
- Latent Transition Analysis with Mplus (2023): Quantfish (8 hours)
Instructor: Christian Geiser, Quantfish
- Latent Profile Transition Analysis (2023): Pittsburgh Summer Methodology Series (10 hours)
Instructor: Sarah K. Johnson (Tufts University)
- Latent Profile Analysis with Mplus (2023): Quantfish (6 hours)
Instructor: Christian Geiser, Quantfish
- New Features in Mplus Version 8.9 and Forthcoming 8.10 (2023): Modern Modeling Methods (M3) Pre-Conference Workshop (8 hours). Instructors: Bengt Muthén, Mplus; Tihomir Asparouhov, Mplus; Ellen Hamaker, Utrecht University
- Dynamic Structural Equation Modeling (2023): Institute for Statistical and Data Science (12 hours). Instructor: Michael Zyphur, University of Queensland
- Longitudinal SEM in Mplus: Latent Growth and Cross-Lagged Panel Models (2023): Institute for Statistical and Data Science (9 hours)
Instructor: Michael Zyphur, University of Queensland
- Multilevel SEM in Mplus: Location-Scale Models (2023): Institute for Statistical and Data Science (12 hours)
Instructor: Michael Zyphur, University of Queensland
- Multilevel SEM with Random Slopes and Moderated Mediation in Mplus (2023): Institute for Statistical and Data Science (15 hours)
Instructor: Michael Zyphur, University of Queensland
- Latent State-Trait Modeling with Mplus (2023): Quantfish (5 hours)
Instructor: Christian Geiser, Quantfish
- Longitudinal Structural Equation Modeling with Mplus (2023): Quantfish (8 hours)
Instructor: Christian Geiser, Quantfish
- Path Analysis with Interactions and Indirect Effects in Mplus (2022): Institute for Statistical and Data Science (10 hours)
Instructor: Michael Zyphur, University of Queensland
- Science Training Sessions: The Collection and Analysis of Intensive Longitudinal Data (2022): American Psychological Association (6 hours).

- Instructors: Benjamin Nelson, Verily Life Sciences; Jean-Philippe Laurenceau, University of Delaware; Daniel Bauer & Patrick Curran, University of North Carolina-Chapel Hill
- Bayesian Structural Equation Modeling with Mplus (2022): Quantfish (9 hours)
Instructor: Sarah Depaoli, University of California, Merced
- Organizational ESM Research: From Design and Analysis to Publication (2022): Institute for Statistical and Data Science (14 hours)
Instructor: Daniel Beal, Virginia Tech
- Analyzing Intensive Longitudinal Data (2022): CenterStat (35 hours)
Instructors: Jean-Philippe Laurenceau, University of Delaware; Niall Bolger, Columbia University
- Latent Class Analysis with Mplus (2022): Quantfish (8 hours)
Instructor: Christian Geiser, Quantfish
- Statistics with R (2022): Statistical Horizons (15 hours)
Instructor: Andrew Miles, University of Toronto
- Data Wrangling with R (2022): Statistical Horizons (15 hours)
Instructor: Kieran Healy, Duke University
- Causal Inference from Longitudinal Data: Jacobs Foundation/CIFAR (9 hours)
- Multilevel Modeling with Mplus (2022): Quantfish (7 hours)
Instructor: Christian Geiser, Quantfish
- Introduction to Finite Mixture Modeling (2021): The Center for Integrated Latent Variable Research (20 hours), Instructor: Jeffrey Harring, University of Maryland
- Mplus from Scratch (2021): Quantfish (6 hours)
Instructor: Christian Geiser, Quantfish
- Sample Size Planning in Mplus (2021): Quantfish (2 hours)
Instructor: Christian Geiser, Quantfish
- Multilevel Modeling (2021): The Center for Integrated Latent Variable Research (14 hours), Instructor: Laura Stapleton, University of Maryland
- Questionnaire Item Writing (2021): The Center for Integrated Latent Variable Research (7 hours), Instructor: Deborah Bandalos, James Madison University
- Mixture Modeling and Latent Class Analysis (2020): Curran-Bauer Analytics (24 hours)
Instructor: Dan Bauer, University of North Carolina-Chapel Hill
- Latent Class and Latent Profile Analysis (2020): Center for Dissemination and Implementation Science (16 hours), Instructor: Bethany Bray, University of Illinois at Chicago
- Latent Growth Curve Modeling using Mplus (2020): Figure It Out Statistical Training (8 hours)
Instructor: Chris Stride, Sheffield University
- Item Response Theory (2019): Statistical Horizons (16 hours)
Instructor: Tenko Raykov, Michigan State University
- Longitudinal Structural Equation Modeling (2019): Curran-Bauer Analytics (38 hours)
Instructors: Dan Bauer & Patrick Curran, University of North Carolina-Chapel Hill
- Structural Equation Modeling: A Second Course (2019): Statistical Horizons (16 hours)
Instructor: Gregory Hancock, University of Maryland
- Structural Equation Modeling: A First Course (2019): The Center for Integrated Latent Variable Research (22 hours), Instructor: Gregory Hancock, University of Maryland
- Meta-Analysis (2018): Biostat (24 hours)
Instructor: Michael Borenstein, Biostat Inc.

A Practical Guide to Multilevel Modeling (2018): Society for Personality and Social Psychology (3 hours) Instructor: Amie Gordon, University of California, San Francisco

Scale Construction and Development (2018): Statistical Horizons (16 hours)
Instructor: Tenko Raykov, Michigan State University

Causal Mediation Analysis (2018): Statistical Horizons (16 hours)
Instructor: Tyler VanderWeele, Harvard University

Longitudinal Dyadic Analyses (2018): Society for Personality and Social Psychology (4 hours)
Instructors: Rob Ackerman, UT – Dallas; Deborah Kashy, Michigan State University

Moderated Mediation (2017): Statistical Horizons (16 hours)
Instructor: Andrew Hayes, Ohio State University

Structural Equation Modeling (2017): Statistical Horizons (40 hours)
Instructor: Paul Allison, University of Pennsylvania

Regression and Mediation Analysis using Mplus (2017): Johns Hopkins Bloomberg School of Public Health (8 hours)
Instructors: Bengt Muthén, Mplus; Marten Schultzberg, Uppsala University

Multilevel Structural Equation Modeling (2016): Statistical Horizons, (40 hours)
Instructor: Kristopher Preacher, Vanderbilt University

Structural Equation Modeling (2016): Quebec Inter-University Center for Social Statistics (35 hours) Instructor: Rex Kline, Concordia University

Mediation and Moderation Analysis: A Second Course (2015): Statistical Horizons (16 hours)
Instructor: Andrew Hayes, Ohio State University

Dyadic Data Analysis (2015): Michigan State University Department of Psychology (35 hours)
Instructors: Deborah Kashy, Michigan State University; Rob Ackerman, UT – Dallas;

Mediation, Moderation, and Conditional Process Analysis (2014): Statistical Horizons (40 hours)
Instructor: Andrew Hayes, Ohio State University

Meta-Analysis (2014): Institute for Statistics Education (40 hours)
Instructors: Hannah Rothstein, Baruch College; Michael Borenstein, Biostat

Creating Space for All: Communicating about Inclusion, Diversity, Equity, and Access (2022),
National Communication Association

Kognito Training (2022)

Recovery Ally Training (2020)

Safe Zone Training (2015, 2020)

Veteran Student Training (2015)

Getting Started with Qualtrics (2014)

How to Write Winning Grants (2013)

West Virginia Regional Conference on Bullying (2012)

PROFESSIONAL MEMBERSHIPS

International Communication Association (Life Member)
National Communication Association (Life Member)
Eastern Communication Association (Life Member)
Southern States Communication Association (Life Member)
Society for Quantitative Methods
Society for Personality and Social Psychology