

MATT SHIN

Department of Communication Studies
West Virginia University
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CURRICULUM VITAE

EDUCATION

Ph.D. Communication Studies, West Virginia University (ABD; Ph.D. anticipated 2023)

Primary Emphasis: Interpersonal Communication
Secondary Emphasis: Instructional Communication
Methodology: Quantitative
Advisor: Alan K. Goodboy

Extracurricular Education in Quantitative Methodology

Over 300 hours of additional quantitative methodology coursework completed including: Multilevel Modeling (Kristopher J. Preacher); Categorical Structural Equation Modeling (Kevin J. Grimm); Applied Measurement Modeling (Patrick J. Curran & Gregory R. Hancock); Finite Mixture Modeling (Jeffrey R. Harring); Latent Class Analysis (Christian Geiser); Latent Growth Curve Modeling (Gregory R. Hancock); Longitudinal Structural Equation Modeling (Daniel J. Bauer & Patrick J. Curran); Mediation, Moderation, and Conditional Process Analysis (Andrew F. Hayes); Structural Equation Modeling Part 1 (Paul D. Allison); Structural Equation Modeling: A First and Second Course (Gregory R. Hancock)

M.A. Communication Studies, California State University, Fullerton (2020)

Emphases in instructional communication and interpersonal communication

B.A. American Studies, California State University, Fullerton (2018)

Minor in human communication studies

PROFESSIONAL EXPERIENCE

08/2020 – Present: *Graduate Teaching Assistant*
Department of Communication Studies
West Virginia University

- 08/2019 – 08/2020: *Graduate Teaching Associate*
Department of Human Communication Studies
California State University, Fullerton
- 07/2018 – 06/2019: *Student Internship*
Central District of California
United States Marshal Service
- 02/2013 – 01/2017: *Sergeant, Infantryman*
2nd Brigade Combat Team, 1st Armor Division
United States Army

ACADEMIC HONORS & AWARDS

Top Paper Awards

- 2022 Top Paper, Instructional Development Division, National Communication Association
108th Annual Convention, New Orleans, LA
- 2022 Top Paper, Interpersonal Communication Interest Group, Eastern Communication
Association 113th Annual Convention, Philadelphia, PA
- 2022 Top 3 Paper, Interpersonal Communication Interest Group, Eastern Communication
Association 113th Annual Convention, Philadelphia, PA
- 2022 Top 3 Paper, Instructional Communication Interest Group, Eastern Communication
Association 113th Annual Convention, Philadelphia, PA
- 2021 Top 4 Paper, Instructional Development Division, National Communication Association
107th Annual Convention, Seattle, WA
- 2021 Top Paper, Instructional Communication Interest Group, Eastern Communication
Association 112th Annual Convention, Cambridge, MA

Honors and Awards

- 2022 Judee K. Burgoon Doctoral Student Research Award, Department of Communication
Studies, West Virginia University
- 2021 Student Caucus Travel Grant (\$300), National Communication Association
- 2021 Minority Workshop Scholarship (\$795), Society of Multivariate Experimental
Psychology
- 2021 Renee Kisner Doctoral Student Collegiality Award, Department of Communication
Studies, West Virginia University
- 2020 Rich Wiseman Memorial Scholarship (\$1,000), Department of Human Communication
Studies, California State University, Fullerton
- 2020 Giles T. Brown Graduate Student Travel Grant (\$500), Office of Graduate Studies,
California State University, Fullerton (cancelled due to the COVID-19 pandemic)
- 2020 The Better Money Habits Financial Readiness Scholarship, Bank of America (\$500)
- 2019 Travel Grant (\$750), Communications Inter-Club Council, California State University,
Fullerton
- 2019 Travel Grant (\$500), Department of Human Communication Studies, California State
University, Fullerton

RESEARCH INTERESTS

My current research interests center around communication experiences in close relationships and include substantive areas such as romantic jealousy, attachment, and relational turbulence processes. I also study how instructional environments influence and interact with students' cognitive load, motivation, self-regulation, and instructional dissent.

RESEARCH EXPERIENCE

08/2020 – Present: *Communication Modeling and Measurement Lab*
 Director: Alan K. Goodboy
 Department of Communication Studies
 West Virginia University
<https://www.alangoodboy.com/lab>

The quantitative research conducted in our lab is centered around substantive-methodology synergies. Our lab members apply contemporary quantitative methods to best model and test communication theory in applied contexts. To accomplish our goals, we favor a general structural equation modeling approach to evaluate our data to model correspondence. We use techniques such as finite mixture modeling, causal mediation analysis, conditional process analysis, exploratory structural equation modeling, item response theory, multilevel modeling, and latent growth curve modeling, among other statistics, to best quantify causal learning effects. Most recently, our lab has been focused on longitudinal applications of SEM including latent transition analysis (i.e., using random intercepts) and intensive longitudinal modeling (i.e., dynamic structural equation modeling).

GRANT FUNDED RESEARCH

2020 *Examining the Communication Curricula of NCA Department Members* (\$3,927)
 Advancing the Discipline Grant, National Communication Association
 PI: Scott A. Myers, Alan K. Goodboy, West Virginia University
 Role: Research Assistant

REFEREED PUBLICATIONS

11. **Shin, M.**, Myers, S. A., & Johnson, Z. D. (2022). Profiles of achievement motivation and instructional dissent. *Communication Education*. Advance online publication.
<https://doi.org/10.1080/03634523.2022.2107690>
10. 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>
9. **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>

8. 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>
7. 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>
6. **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>
5. 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>
4. 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>
3. 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>
2. **Shin, M.**, & Johnson, Z. D. (2021). From student-to-student confirmation to student self-determination: An integrated peer-centered model of self-determination theory in the classroom. *Communication Education*, 70(4), 365–383. <https://doi.org/10.1080/03634523.2021.1912372>
1. **Shin, M.**, & Bolkan, S. (2021). Intellectually stimulating students' intrinsic motivation: The mediating influence of student engagement, self-efficacy, and student academic support. *Communication Education*, 70(2), 146–164. <https://doi.org/10.1080/03634523.2020.1828959>

REFEREED CONVENTION PAPERS

16. **Shin, M.**, & Dillow, M. R. (2022, November 17–20). *Profiles of jealousy expression: A substantive-methodological synergy*. [Paper presentation]. Interpersonal Communication Division, 108th National Communication Association Convention, New Orleans, LA.
15. **Shin, M.**, Rittenour, C. E., & Adame, E. A. (2022, November 17–20). *Helicopter parenting and first-semester students' adjustment to college: A self-determination theory*

- perspective*. [Paper presentation]. Family Communication Division, 108th National Communication Association Convention, New Orleans, LA.
14. Bolkan, S., Goodboy, A. K., **Shin, M.**, & Chiasson, R. M. (2022, November 17–20). *Teacher antagonism and sustained attention: Reduced affect toward instructors, diminished motivation, and student disengagement*. [Paper presentation]. **Top Paper: Instructional Development Division**, Instructional Development Division, 108th National Communication Association Convention, New Orleans, LA.
 13. Goodboy, A. K., Bolkan, S., & **Shin, M.** (2022, April 7–9). *Relational turbulence processes among avoidant and anxious spouses*. [Paper presentation]. **Top Paper: Interpersonal Communication Interest Group**, 113th Eastern Communication Association Convention, Philadelphia, PA.
 12. **Shin, M.**, Goodboy, A. K., & Dillow, M. R. (2022, April 7–9). *A longitudinal investigation of relational turbulence during the transition to college*. [Paper presentation]. **Top 3 Paper: Interpersonal Communication Interest Group**, 113th Eastern Communication Association Convention, Philadelphia, PA.
 11. **Shin, M.**, & Johnson, Z. D. (2022, April 7–9). *A measurement invariance test and latent means model of willingness to self-censor: Investigating military veterans' experiences in the classroom*. [Paper presentation]. Instructional Communication Interest Group, 113th Eastern Communication Association Convention, Philadelphia, PA.
 10. Armstrong, K., Goodboy, A. K., & **Shin, M.** (2022, April 7–9). *Pandemic pedagogy and emergency remote instruction: Transitioning scheduled in-person courses to online diminishes effective teaching and student learning outcomes*. [Paper presentation]. **Top 3 Paper: Instructional Communication Interest Group**, 113th Eastern Communication Association Convention, Philadelphia, PA.
 9. **Shin, M.**, Goodboy, A. K., & Bolkan, S. (2021, November 18–21). *Profiles of doctoral students' self-determination: Motivation, burnout, and instructional dissent in graduate school*. [Paper presentation]. **Top 4 Paper: Instructional Development Division**, 107th National Communication Association Convention, Seattle, WA.
 8. Goodboy, A. K., Bolkan, S., & **Shin, M.** (2021, November 18–21). *A mixture modeling perspective of relational turbulence theory* [Paper presentation]. Interpersonal Communication Division, 107th National Communication Association Convention, Seattle, WA.
 7. Bolkan, S., Goodboy, A. K., **Shin, M.**, & Quaack, K. R. (2021, November 18–21). *Relational turbulence: A latent model test of theoretical propositions* [Paper presentation]. Interpersonal Communication Division, 107th National Communication Association Convention, Seattle, WA.

6. **Shin, M.**, & Johnson, Z. D. (2021, March 24–28). *From student-to-student confirmation to student self-determination: An integrated peer-centered model of self-determination theory in the classroom* [Paper presentation]. **Top Paper: Instructional Communication Interest Group**, Eastern Communication Association 112th Annual Convention, Cambridge, MA.
5. Rey, R. T., Johnson, Z. D., & **Shin, M.** (2020, November 19–22). *Humor orientation, power, and learner empowerment: An examination of high school instructors* [Paper presentation]. Instructional Development Division, National Communication Association 106th Annual Convention, Indianapolis, IN.
4. Suwinyattichaiorn, T., **Shin, M.**, Bjerke, B., Nguyen, V., Pataranutaporn, P., Sebastian, S., & Shaffer, J. (2020, May 20–27). *Interacting with microaggressions: An experimental study examining the use of virtual reality in intercultural communication education* [Paper presentation]. Communication and Technology Division, 70th Annual International Communication Association Conference, Gold Coast, Australia.
3. Rey, R. T., Johnson, Z. D., & **Shin, M.** (2020, April 1–5). *Humor orientation, power, and learner empowerment: An examination of high school instructors* [Paper presentation]. Instructional Communication Interest Group, Eastern Communication Association 111th Annual Convention, Baltimore, MD. (Conference canceled)
2. **Shin, M.** (2020, February 22–24). *The surviving plight of yellow peril: Suppression of Asian masculinity in dominant media* [Paper presentation]. Communication, Identities, and Difference Interest Group, Western States Communication Association Convention, Denver, CO.
1. Rey, R. T., **Shin, M.**, & Johnson, Z. D. (2019, November 14–17). *Perceived instructor humor orientation and its impact on perceived instructor power and learner empowerment* [Paper presentation]. Research in Progress Roundtables, National Communication Association 105th Annual Convention, Baltimore, MD.

REFEREED CONFERENCE ACTIVITY

Shin, M. (2021, March 24–28). Instructor confirmation in the hybrid classroom: Recognizing, acknowledging, and endorsing students across classroom modalities. In A. B. Frymier (Chair), *Instructional resilience: Prioritization of instructor communication behaviors by course modality* [Panel presentation]. Instructional Communication Interest Group, 112th Annual Eastern Communication Association Convention, Cambridge, MA.

TEACHING INTERESTS

My current undergraduate teaching interests are in communication theory, the dark side of interpersonal communication, group communication, interpersonal communication, intercultural communication, and quantitative research methods.

TEACHING EXPERIENCE

West Virginia University (2020–Present)

Course Administrator

COMM 102 – Fundamentals of Interpersonal Communication

Course administrator responsibilities during this term included incorporating additional intercultural communication concepts and more diverse perspectives of interpersonal relationships from various cultural backgrounds.

COMM 112 – Fundamentals of Group Communication

Course administrator responsibilities during this term included reintegrating and managing an experiential learning component for all COMM 112 sections where students apply small group communication principles while volunteering with local organizations in the community. Other responsibilities included updating the unit lesson on group diversity.

Primary Instructor (Instructor of Record)

COMM 102 – Fundamentals of Interpersonal Communication

This course emphasized the identification and application of interpersonal communication behaviors and skills related to the development, maintenance, and termination of relationships with romantic partners, friends, family members, group members, superiors, and coworkers.

COMM 104 – Public Communication

This course introduced the context of public communication through the rhetorical canons of invention, arrangement, style, delivery, and memory. Emphasis was placed on the listening, critical thinking, logical reasoning, and ethical skills necessary for the creation, delivery, and interpretation of appropriate and effective persuasive appeals.

COMM 112 – Fundamentals of Group Communication

This course introduced the task and relational components associated with group member socialization, role acquisition, and leadership development. Emphasis was placed on the development of problem-solving, decision-making, listening, and conflict resolution skills necessary for effective group work.

COMM 191 – First-Year Seminar

This course engaged students in strategies that promote academic success and an effective transition to college life. Students examined various programs, policies and services offered by the university and department. Students were also introduced to areas of specialization in the communication studies major.

COMM 201 – Communication Research Methods

This course introduced students to different research methodologies in communication studies with an emphasis on quantitative research methods. Emphasis was placed on philosophies of scientific investigation, fundamentals of measurement, sampling methods, data analysis, and hypothesis testing.

COMM 316 – Intercultural Communication

This course examined similarities and differences between cultural norms, values, and practices in verbal and nonverbal communication. Students explored the ways in which

cultures differ from one another in terms of personal, contextual, and environmental variables.

COMM 404 – Persuasion

This course introduced students to theory and research in persuasion, emphasizing a critical understanding and working knowledge of the effects of social communication on attitudes, beliefs, and behaviors.

Teaching Assistant

COMM 102 – Fundamentals of Interpersonal Communication

COMM 112 – Small Group Communication

COMM 191 – First-Year Seminar

California State University, Fullerton (2019–2020)

Primary Instructor (Instructor of Record)

HCOM 100 – Introduction to Human Communication

In this course, students were introduced to the theories and practices of interpersonal, small group, organizational, and rhetorical communication. Emphasis was placed on practicing public speaking and developing skills that improve the quality of communication.

Teaching Assistant

HCOM 308 – Quantitative Research Methods

This course introduced students to the frequentist statistics used within the discipline of communication studies. Students in this course designed their own original research project and collected data which they then analyzed using the various analyses they learned and practiced throughout the semester.

HCOM 420 – Communication Theory

This course provided students with an overview of various theories and paradigmatic perspectives in communication studies (i.e., empirical, interpretive, critical). Overall, this course emphasized the role of communication in developing identities, realities, and understanding of the human experience.

PROFESSIONAL DEVELOPMENT

Quantitative Methodology Coursework

- 2022 Latent Trait-State Modeling with Mplus (5 hours): QuantFish; Instructor: Christian Geiser, Utah State University
- 2022 Multilevel Modeling: A Second Course (14 hours): Statistical Horizons; Instructor: Kristopher J. Preacher, Vanderbilt University
- 2022 Multilevel Modeling with Mplus (7 hours): QuantFish; Instructor: Christian Geiser, Utah State University
- 2022 Latent Class Analysis with Mplus (8 hours): QuantFish; Instructor: Christian Geiser, Utah State University
- 2021 Categorical Structural Equation Modeling (14 hours): Statistical Horizons; Instructor: Kevin J. Grimm, Arizona State University

- 2021 Applied Measurement Modeling (40 hours): The Center for Statistical Training by Curran-Bauer Analytics; Instructor: Patrick J. Curran, University of North Carolina at Chapel Hill; Gregory R. Hancock, University of Maryland
- 2021 Introduction to Structural Equation Modeling (24 hours): The Center for Statistical Training by Curran-Bauer Analytics; Instructor: Daniel J. Bauer, Patrick J. Curran, University of North Carolina at Chapel Hill
- 2021 Introduction to Finite Mixture Modeling (20 hours): The Center for Integrated Latent Variable Research; Instructor: Jeffrey R. Haring, University of Maryland
- 2021 Questionnaire Item Writing (8 hours): The Center for Integrated Latent Variable Research; Instructor: Deborah L. Bandalos, James Madison University
- 2021 Structural Equation Modeling: A Second Course (15 hours): The Center for Integrated Latent Variable Research; Instructor: Gregory R. Hancock, University of Maryland
- 2021 Structural Equation Modeling: A First Course (23 hours): The Center for Integrated Latent Variable Research; Instructor: Gregory R. Hancock, University of Maryland
- 2020 Introduction to Longitudinal Structural Equation Modeling (24 hours): Curran-Bauer Analytics; Instructor: Daniel J. Bauer and Patrick J. Curran, University of North Carolina at Chapel Hill
- 2020 Latent Growth Curve Modeling (15 hours): Statistical Horizons; Instructor: Gregory R. Hancock, University of Maryland
- 2020 Mediation, Moderation, and Conditional Process Analysis: A Second Course (17 hours): Statistical Horizons; Instructor: Andrew F. Hayes, Ohio State University
- 2020 Structural Equation Modeling: Part 1 (16 hours): Statistical Horizons; Instructor: Paul D. Allison, University of Pennsylvania
- 2020 Introduction to Mediation, Moderation, and Conditional Process Analysis (15 hours): Statistical Horizons; Instructor: Andrew F. Hayes, Ohio State University

Research Training

- 2021 Qualitative Research Workshop (3 hours): Eastern Communication Association; Instructor: Sarah J. Tracy, Arizona State University
- 2020 Grant Writing Workshop (2 hours): Office of Graduate Education and Life; Instructor: Bernard G. Schreurs, West Virginia University

Diversity & Student Support Training

- 2021 LGBTQ+ Safe Zone Training (2 hours): LGBTQ+ Center; West Virginia University
- 2021 Transgender Safe Zone Training (2 hours): LGBTQ+ Center; West Virginia University
- 2021 How to be an Anti-Racist – Putting Principles into Practice (2 hours): Faculty Development Center; California State University, Fullerton
- 2021 Supporting Student Mental Health Workshop (1 hour): Office of the Provost; Carruth Center for Psychological and Psychiatric Services, West Virginia University
- 2020 Transitioning 101: A Panel Discussion on Gender Confirmation (2 hours): WVU School of Medicine Surgical Interest Group, Student Healthcare Alliance for Promoting Equality; West Virginia University
- 2020 Anti-Racist and Gender Inclusivity Training (1 hour): WVU LGBTQ+ Center; West Virginia University
- 2020 Recovery Ally Training (1 hour): WVU Collegiate Recovery Program; West Virginia University

2019 LGBTQ Safe Space Training (4 hours): Diversity Initiatives & Resource Centers;
California State University, Fullerton

GRADUATE COURSES COMPLETED

West Virginia University (2020–Present)

COMM 601 Instructional Communication
COMM 602 Interpersonal Communication
COMM 610 Family Communication
COMM 693A Institutional Dissent
COMM 700 Survey of Human Communication Theory
COMM 701 Graduate Research Methods
COMM 702 Advanced Interpersonal Communication
COMM 712 Communication Measurement
COMM 719 Advanced Instructional Communication
COMM 722 Dark Side of Interpersonal Communication
COMM 790 Teaching Practicum
COMM 795 Independent Study
COMM 795 Independent Study
COMM 796 Graduate Seminar
EDP 614 Statistical Methods 2
EDP 711 Multivariate Methods 1
PSYC 711 Advanced Longitudinal Methods and Statistics

California State University, Long Beach (2020)

COMM 650 Seminar in Instructional Communication

California State University, Fullerton (2018–2020)

HCOM 415 Seminar in Digital Media and Culture
HCOM 420 Communication Theory
HCOM 425 Health Communication
HCOM 492T Proseminar in Instructional Communication
HCOM 500 Research in Speech Communication
HCOM 507 Seminar in Communication and Critical/Cultural Studies
HCOM 510 Seminar in Interpersonal and Relational Communication
HCOM 525 Seminar in Organizational Communication
HCOM 536 Seminar in Communication and Rhetorical Theory
HCOM 599 Independent Graduate Research
HCOM 599 Independent Graduate Research
HCOM 599 Independent Graduate Research

SERVICE

Service to the Discipline

National Communication Association

Convention Volunteer (2022)
Paper Reviewer, Instructional Development Division (2022)
Convention Volunteer (2021)

Service to the University, College, & Department

West Virginia University

Doctoral Student Leader, Justice, Equity, Diversity, and Inclusion Committee (Fall 2021)
Justice, Equity, Diversity, and Inclusion Committee (Spring 2021)

California State University, Long Beach

Correspondence Director, Veterans Network (Spring 2020)

California State University, Fullerton

Graduate Student Assistant, Department Chair (Spring 2020)
Lambda Pi Eta Discoverfest Event (Spring 2020)
New Graduate Teaching Associate Orientation (Spring 2020)
Graduate Student Mentor, Lambda Pi Eta (Fall 2019)
Andersen Library Renovation (Summer 2019)

Service to the Community

Orange County, California

Sex Trafficking Intervention, Higher Ground Youth & Family Services (Spring 2020)

El Paso County, Texas

Association of the U.S. Army, Omar Bradley Chapter, El Paso, TX (2014-2015)
Ambrosio Gullen Texas State Veterans Home, El Paso TX (2014)
Sergeant Audie Murphy Club, Paso Del Norte Chapter, Fort Bliss, TX (2014)
Center Against Family & Sexual Violence, El Paso, TX (2014)

MILITARY SERVICE

Duty Positions

Alpha Company, 1st Battalion 6th Infantry Regiment

Squad Leader (2016)
Team Leader (2015–2016)

Bravo Company, 1st Battalion 35th Armor Regiment

Team Leader (2014–2015)
M2 Bradley Gunner (2015)
Automatic Rifleman (2014)
Platoon Radio Telephone Operator (2013)
Rifleman (2013)

Military Professional Development

2015 Team Leader Course (40 hours); 1-6 Infantry Regiment, Fort Bliss, TX
2015 Basic Leader Course (169 hours); Fort Bliss NCO Academy, Fort Bliss, TX

Military Honors & Awards

- 2015 Commandant's List Graduate, Basic Leader Course, Fort Bliss, TX
- 2014 Service Member of the Game, University of Texas, El Paso Basketball
- 2014 Service Member of the Game, University of Texas, El Paso Football
- 2014 Platoon Top Gun, 3rd Platoon, Bravo Company, 1-35th Armor Regiment
- 2014 USAA Outstanding Service Award, United States Automobile Association
- 2014 Soldier of the Year, 1st Armor Division, Fort Bliss, TX**
- 2014 Soldier of the Quarter, 2nd Brigade Combat Team, Fort Bliss, TX
- 2013 Soldier of the Month, 1st Battalion 35th Armor Regiment, Fort Bliss, TX

Military Medals & Ribbons

- Army Commendation Medal (2)
- Army Achievement Medal
- Army Good Conduct Medal
- National Defense Service Medal
- Global War on Terrorism Service Medal
- Army Non-Commissioned Officer Professional Development Ribbon
- Army Service Ribbon
- Expert Marksmanship Badge
- Schützenschnur (German Marksmanship Award)

PROFESSIONAL AFFILIATIONS

Eastern Communication Association (Lifetime Member)

- Interpersonal Communication Interest Group
- Instructional Communication Interest Group

National Communication Association

- Asian/Pacific American Caucus
- Communication and the Military Division
- Interpersonal Communication Division
- Instructional Development Division