

VITA
TASHA J. SOUZA

EDUCATIONAL BACKGROUND

Ph.D. University of Washington, 1998

Major/Minor Areas: Instructional Communication/Gender, Culture and Communication

Dissertation: "The Social Construction of Communication Climate: An Analysis of 'At-Risk' Students in an Alternative High School."

M.A. San Jose State University, 1994

Major/Minor Areas: Instructional Communication/Intercultural and Interpersonal Communication

Thesis: "'Who is Man and What Does She Say About Language?': An Analysis of Student and Instructor Discourse about Nonsexist Language."

B.S. San Jose State University, 1992

Major/Minor Areas: Interpersonal Communication/Organizational Behavior

ACADEMIC EMPLOYMENT

Relevant Faculty/Staff Development/Instructional Consulting

Director of BUILD, Boise State University (8/20 to present). Support all campus employees in creating more inclusive courses, workspaces, policies, and practices. Support faculty in integrating inclusive teaching strategies (via workshops, events, observations, consultations, MAPS, etc.). Coordinate and facilitate Inclusive Excellence Faculty Learning Communities. Coordinate and lead book circles on DEI topics. Coordinate BUILD (Boise State Uniting for Inclusion & Leadership in Diversity) Certificate program (400 participants). Coordinate Interdisciplinary Mentoring Program. Initiate and coordinate BUILD Intergroup Dialogue program. Provide resources and support for inclusive hiring and retention. Initiate and lead Equity Advocates Program to increase inclusive hiring and retention on campus. Manage budget and grant funding. Supervise work-study students, two Faculty Associates, and the Instructional Consultant for Inclusive Teaching.

Instructional Consultant, workshops, keynotes, and consultations with K-16 educators (12/00 to present).

Associate Director, Center for Teaching and Learning, Boise State University (7/15 to 9/20). Support faculty and successful student learning by providing resources and faculty development opportunities (workshops, events, observations, consultations, MAPS, etc.). Co-coordinate New Faculty Orientation. Collaborate with CTL leadership team and staff. Facilitate Faculty Learning Communities and book circles. Establish and coordinate BUILD (Boise State Uniting for Inclusion & Leadership in Diversity) Certificate program (piloted 2017). Develop and coordinate Interdisciplinary Mentoring Program. Coordinate monthly Teaching Tips and book circles. Co-Direct Graduate Certificate in College Teaching. Supervise work-study students and a Faculty Associate.

Faculty Associate for Inclusive Classrooms, Office for Diversity & Inclusion, Humboldt State University (8/14 to 5/15). Inclusive Excellence Faculty Learning Community Facilitator, Diversity Plan support for units across campus, leveraged data and analytics to develop insights, motivate action, and drive decision-making, guide faculty transformation on inclusive teaching and curriculum, etc.

Fulbright Scholar, Faculty Development Specialist for the Center for Excellence in Teaching & Learning at the University of the West Indies-Cave Hill in Barbados (1/14 to 6/14). Selected to develop/strengthen faculty development programs at the new Center for Excellence in Teaching & Learning at the

University of West Indies at Cave Hill in Barbados. Planned and facilitated 11 workshops. Assisted with two seminars in the University Teaching and Learning program. Collaborated to enhance programming and FLC program development. Assisted in developing a service-learning program (the first for any of the three UWI campuses in the Caribbean) by exploring needs and appropriate community partners and projects, collaborating with administration and staff, and training faculty in the new Service-Learning FLC. Provided consultation services and resources to faculty in need of pedagogical assistance and offered support for SoTL opportunities.

Founding Faculty Development Coordinator, Center for Excellence in Learning & Teaching (CELT), Humboldt State University (1/06 to 6/10). Establish foundational planning and support for the new center with new CELT staff. Instructional support (information, resources, consultation, etc.) to faculty seeking to improve their approaches to teaching and learning with special attention to differentiating instruction for learning needs, cultural differences and accessibility. Support faculty and successful student learning by providing resources and faculty development opportunities (workshops, speakers, etc.). Assist faculty in tenure/promotion process. Coordinate New Faculty Orientation and teach the weekly New Faculty Orientation Seminar each fall semester. Oversee budgets for faculty development (both trust and OAA accounts). Coordinate and chair the Faculty Development (FD) Committee. Manage Small Grant Awards and seek grant funding (e.g., researched and applied for POD grant, FIPSE grant, and sought Chancellor's Office support for strategic planning efforts). Act as campus coordinator for Chancellor's Office special programs for faculty development. Develop and coordinate Cross Departmental Mentoring Program. Supervise work-study students. Develop and update web resources. Initiate strategic planning process. Facilitate Faculty Learning Communities.

Service-Learning Faculty Mentor Coordinator, Humboldt State University (8/02 to 5/04). Duties included assisting with the development and coordination of the service learning faculty workshops, promoting participation of faculty in service learning, integrating campus wide service learning and related faculty development activities, serve as member of the Service Learning/Experiential Education Advisory committee, peer mentor the SL fellows and coordinate the fellows program, and assisting all faculty in developing SL pedagogy.

University Teaching

Full Professor & Graduate Faculty, Dept. of Communication, Boise State University (8/15 to present).

Full Professor, Dept. of Communication, Humboldt State University (6/08 to 5/15).

Associate Professor, Dept. of Communication, Humboldt State University (6/04 to 6/08).

Assistant Professor, Dept. of Communication, Humboldt State University (8/00 to 6/04).

Assistant Professor, Dept. of Communication, University of Wisconsin-Parkside (7/98 to 5/00).

Adjunct Instructor, Dept. of Business Management, Cardinal Stritch University (5/99 to 5/00).

Teaching Assistant, Dept. of Communication, University of Washington (9/94 to 6/97).

Team Teacher of graduate seminar, Dept. of Communication, University of Washington (3/98 to 6/98).

Lead T.A., Dept. of Communication, University of Washington (8/96 to 12/96).

Supervise, observe, and assist 13 Public Speaking teaching assistants.

Teaching Associate, Dept. of Communication, San Jose State University (8/92 to 5/94).

Assistant Director of Forensics, Dept. of Communication, San Jose State University (8/93 to 5/94).

Selected Courses Taught (SL indicates use of service learning)

Intercultural Communication (SL & undergrad/graduate)

Gender and Communication (SL)

Conflict & Community Intervention (SL)

Communication Training & Consulting (SL & graduate)

Communication in the Classroom (SL)

Teaching in Higher Education (graduate)

Diversity in the Workplace (graduate)

Managing Conflict through Communication

Organizational Communication

Interpersonal Communication

Instructional Communication (SL)

Professional Comm./Internship Course

Selected Teaching & Faculty Development Awards

- Inclusive Excellence Award Recipient (2021). Boise State University. Award recognizing leadership and support of diversity, equity, and inclusion efforts. Nine nominations from students, faculty and staff.
- Inclusive Excellence Award Nomination (2017, 2018). Boise State University. Award recognizing leadership and support of diversity, equity, and inclusion efforts. Student nominated.
- POD (Professional & Organizational Development) Innovation Award Finalist (2018). Project: *Sparkshops: Innovative ideas for departmental faculty development*. Project co-authored with CTL staff. Finalists were honored at the POD National Conference in Portland, OR.
- Quality Online Learning & Teaching (QOLT) Award (2013). California State University (CSU) award for creating exemplary hybrid/online course. Intercultural Communication course was recognized in this CSU system-wide competition.
- POD (Professional & Organizational Development) Innovation Award Finalist (2010). Project: *Digital Media Case Stories for Faculty Development*. Project co-authored with Eckardt, S. Carey, T. & Zweier, L. Finalists were honored at the POD National Conference in St. Louis, MO.
- Outstanding Faculty Award (2009). HSU Student Disability Resource Center. Award recognizing successful efforts serving students with disabilities.
- Teaching Tolerance Recognition Award (2004). Award in recognition of successful efforts in teaching and promoting intercultural understanding and acceptance in the classroom and beyond.
- “In Her Footsteps” University Teaching Award for teaching that empowers and inspires women (1999). Univ. of Wisconsin-Parkside. Student nominated.

Selected Faculty/Staff Development Workshops & Dialogues Designed & Facilitated

Presented/Facilitated at Smith College (SC), Westfield State University (WSU), Trinity Washington Univ (TWU), Texas Tech (TT), Ferris State (FSU), Lewis Clark State College (LCSC), James Madison University (JMU), Simpson College (SiC), University of Iowa (UI), University of Texas at El Paso, (UT-EP), St. Mary’s College (SMC), Humboldt State Univ. (HSU), Univ. of Washington (UW), Chico State Univ. (CSU), Sonoma State Univ. (SSU), Cal Poly SLO (SLO), Ft. Lewis College (FLC), UMass Amherst (UMASS), CSU Pomona (CSUP), San Jose State Univ. (SJSU), Boise State Univ. (BSU), Stanislaus State (SS), Gonzaga University (GU), University of Florida (UF), Middle Eastern Technical Univ./Turkey (METU), Univ. of West Indies/Barbados (UWI), Univ. of Maine System (UMS), Columbus State Community College (CSCC)

- Inclusive Excellence in the Classroom (BSU, LCSC, TWU, WSU, CSCC)/Inclusive Excellence on Campus & in the Workplace (BSU, JMU, FSU)
- Boyer Model & Research, Tenure, Promotion (HSU, BSU)
- Universal Design for Learning (HSU, UWI)
- Barriers to Inclusive Hiring (dialogue facilitation) (BSU)
- Scholarship of Community Engagement (HSU, CSU, SSU, BSU)
- Addressing & Resolving Classroom Management Issues: Strategies for Chairs & Directors (SJSU)
- Effective Communication & Management Skills in the Classroom (SJSU, METU)
- Utilizing Digital Case Stories in Faculty Development (to CSU faculty developers)
- Assessing & Demonstrating Center Effectiveness (to CSU faculty developers)
- Effective Mentoring Skills (HSU, BSU)
- Inclusive Excellence on Campus & in the Workplace (BSU, JMU, FSU)
- Cultural Values & Communication: How Understanding Can Increase Inclusion & Effectiveness (BSU)
- Inclusive Leadership (BSU)
- Better Supporting First Generation Students (BSU)
- Supporting Trans and Gender Nonconforming Students & Colleagues (BSU)
- Unpacking Identity Development & Its Impact on Interactions in the Classroom & Workplace (BSU)
- Institutional Racism: Seeing Our Racist Past and Present (dialogue facilitation) (BSU)
- Whiteness in Idaho (dialogue facilitation) (BSU)

- Microaggressions & Stereotype Threat in the Classroom/Confronting Microaggressions w/ Microresistance/Microaggressions (SC, TTx2, UI, BSU, TWU, FSU, SiC, GU, UF)
- Difficult Teaching Encounters (UW, HSU, METU, BSU)
- Hot Moments, Difficult Dialogues & Stereotype Threat: Facilitating Effective Discussions (FLC, CSUP, BSU, UMASS, SMC, UT-EP, UMS)
- Facilitating Difficult Conversations about Diversity in the Classroom (SS, BSU)
- Engaging Your Students with the Community: Service Learning Pedagogy with a SoTL Approach (UWI)
- Negotiating Power & Culture: How to Foster Everyday Inclusion (BSU)
- Peer Observation Strategies (UW, HSU)

Other Relevant Employment

Communication Consultant (1/95 to present). *ComDev: Communication Training and Consulting*
Independent consultant for organizations in all areas of communication. Example workshops include Responding to Microaggressions, Managing Conflict, Inclusive Workplaces, Positive Problem Solving, Effective Focus Groups, Training for Trainers, and Effective Teamwork. Client examples include the Yurok Tribe, Indian Health and Human Services, Humboldt Dept. of Public Health, Clorox, Girls Inc., Johnson Wax, Clearwater Analytics, and M&M/Mars.

RESEARCH, PROFESSIONAL ACTIVITIES, AND AWARDS

Selected Publications, Reports, & Online Resources

- Ganote, C., Souza, T.J. & Cheung, F. (2021). Pedagogies of microresistance for equity and social justice. In R. Kumar & B. Refaei (Eds.), *Equity and Inclusion in Higher Education: Strategies for Teaching*. (pp. 71-82). Cincinnati, OH: University of Cincinnati Press.
- Cheung, F., Souza, T.J. & Ganote, C. (2021). *Proactive Microresistance in a Microaggressive World*. Online article for *Faculty Focus*.
- Cheung, F., Souza, T.J. & Ganote, C. (2021). *Microresistance as a Way to Respond to Microaggressions on Zoom and in Real Life*. Online article for *Faculty Focus*.
- Souza, T.J. (2021). *FLIPping the Script on Course Design: Integrating UDL and Student Centeredness into the Course Design Table*. Online article for *Academic Impressions*.
- Souza, T.J. (2020). *Responding to Microaggressions in Online Environments During a Pandemic*. Online article for *Academic Impressions*.
- Souza, T.J. (2020). *How You Approach the Last Day of Class is More Important Now Than Ever*. Online article for *Academic Impressions*.
- Souza, T. J. (2019). *Creating Connection through Intercultural Dialogue Partners*. Online case study for the Center for Intercultural Dialogue. Victoria, BC.
- Souza, T. J. & Barnes, E. (2019, January). *Intercultural Dialogue Partners: Creating Space for Difference and Dialogue*. Online article in Faculty Focus Online Publication. Madison, WI: Magna Publication.
- Noah, T. & Souza, T.J. (2018). *What to do Before, During, and After Difficult Dialogues About Diversity*. Included in the Best of the 2018 Teaching Professor Conference Report, CTL Teaching Gallery. Madison, WI: Magna Publication. https://scholarworks.boisestate.edu/ctl_teaching/11
- Souza, T.J., & Exah, A. (2018). *Preparing Program Directors for Managing Student Conflict and Microaggressions Abroad* for Diversity Abroad's Faculty Development Short Course Series. This 40-minute e-learning opportunity is designed to equip program leaders with insights and practical tools to lead inclusive programs abroad and to support and advance inclusive excellence in global education.
- Souza, T. J. (2018). *Responding to Microaggressions in the Classroom: Taking ACTION*. Online article in Faculty Focus Premium. Madison, WI: Magna Publication.

- Souza, T. J. (2017). *Our fear of isms*. In Dickerson, W.D. & Lawrence, C. (Eds.) 11/9: The Fall of American Democracy, Poem Anthology. Published as ebook through [Amazon](#).
- Souza, T.J. (2017, fall). *Responding to Challenging Comments in Class: Taking ACTION with a Communication Framework: Teaching Tip*. Teaching Issues Writing Consortium (Teaching Tips) distributed to contributing Teaching & Learning Centers for electronic publication.
- Souza, T.J., Ganote, C., Roderick, L. & Cheung, F. (2017). *Resources for Supporting Our Campuses in Politically Fraught Times*. Online publication for POD membership at the invitation of the Core Committee of the POD Network.
- Souza, T. J. (2017). *How to Respond to Hostile, Inappropriate Comments in Class*. Online article in Faculty Focus Premium. Madison, WI: Magna Publication.
- Vizenor, N., Souza, T.J., & Ertmer, J.J. (2017). Benefits of participating in service-learning, business-related classes: Assessing the impact on the community partners. *The Journal of Research in Business Education*, 58(1), 1-15.
- Ganote, C. M., Cheung, F. Souza, T.J. (2016). *Responding to Microaggressions with Microresistance: A Framework for Consideration*. Featured article in POD Diversity Council White Paper.
- Souza, T.J. (2016). Managing Hot Moments in the Classroom: Concrete Strategies for Cooling Down Tension. In *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom*. Madison, WI: Magna.
- Cheung, F., Ganote, C. M., Souza, T.J. (2016). Microaggressions and Microresistance: Supporting and Empowering Students. In *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom*. Madison, WI: Magna Publications.
<http://www.pamelaroy.net/uploads/5/0/8/2/50825751/pod15dcwhitepaper.pdf>
- Souza, T., Vizenor, N., Sherlip, D., & Raser, L. (2016). Transforming conflict in the classroom: Best practices for facilitating difficult dialogues and creating an inclusive communication climate. In P. M. Kellett & T. G. Matyok (Eds.), *Transforming Conflict through Communication: Personal to Working Relationships*. (pp. 373-395). Lanham, MD: Lexington Books.
- Ganote, C. M., Cheung, F. Souza, T.J. (2015). *Don't Remain Silent! Strategies for Supporting Yourself & Your Colleagues via Microresistance and Ally Development*. Featured article for POD Diversity Council pub.
- Souza, T.J. (2014). Intercultural Communication "Personal Slideshow Assignment" & "Pedagogical Planning and Reflective Practice Paper Assignment." Online training resources selected for Chancellor's Office QOLT (Quality Online Learning and Teaching) training materials for all 23 CSU campuses as part of QOLT Rubric for online teaching and learning.
- Souza, T.J. (2012). Speaking, discussing, and questioning: Developing useful classroom skills. In C. Desrochers & E. Nuhfer (Eds.). *Student Guide to Better Learning. 1*, (pp. 10-14). CSU Institute for Teaching and Learning. (Also published as a resource on University of New Mexico's Office for Support of Effective Teaching (OSET) website.
- Souza, T.J., Carey, T., McMartin, F., Ambrosino, R. & Grimes, J. (2011). Using multimedia case stories of exemplary teaching for faculty development. In L.B. Nilson & J.E. Miller (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, 29, (pp. 60-73). San Francisco, CA: Jossey-Bass.
- Souza, T.J., Dallimore, E., Pilling, B. & Aoki, E. (2010). Communication climate, comfort, and cold-calling: An analysis of discussion-based courses at multiple universities. In L.B. Nilson & J.E. Miller (Eds.), *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development*, 28, (pp. 227-249). San Francisco, CA: Jossey-Bass.
- Souza, T.J. (2010). *Dealing with problematic interactions with students: Guidelines and strategies for consideration*. HSU Faculty Guide distributed to faculty by Student Affairs.
- Souza, T.J. (2009, spring). *Using Universal Design For Learning to Meet the Needs of All Students*. WKU's Writing Consortium Teaching Tips distributed to contributing CTLs for electronic publication.
- Souza, T.J. (2007). Creating social justice in the classroom: Preparing students for diversity through service-learning. In J. Calderon (Ed.), *Race, Poverty, and Social Justice: Multidisciplinary Perspectives on Enduring Societal Issues*, (pp. 187-206). Sterling, VA: Stylus Publishing.

- Souza, T.J. (2003). Framing equity: Approaches to diversity in the classroom. In S.E. Lucas (Ed.), *Selections from the Speech Communication Teacher*. Boston, MA: McGraw Hill. (Note: Reprinted from the fall, 1999 edition of the *Speech Communication Teacher*, 14(1), 5-6.
- Souza, T.J. (1996, fall). Intercultural conflict management. *Multicultural Education Journal*, 4(2), 4-10.

Selected Invited Presentations/On-Air Interviews

- Souza, T.J. (Oct., 2021). *Keynote- Courageous Conversations Across Difference: Strategies for Reflection and Empowerment*. Presented 1-hour keynote for 300+ people at the Blue Sky Diversity & Inclusion Summit for Idaho businesses and organizations.
- Souza, T.J. (Oct, 2021). *Supporting the Whole Faculty*. Panelist for 30 people at Boise State University.
- Souza, T.J. (2020). *Microaggressions in the Classroom and Teaching Social Justice*. Interviewed for podcast episode for the Society of American Law Teachers (SALT) Teaching Social Justice Podcast Series.
- Souza, T.J. (2020). *Microaggressions in the Workplace*. Facilitated 90-minute online workshop for 240 people from campus and surrounding business organizations for the Blue Sky DEI Summit. Boise, ID.
- Souza, T.J. (2020). *Promoting Equity and Inclusion in Online Teaching by Preparing for, and Responding to, Difficult Moments*. Virtual panel presentation to over 200 law professors for the Society of American Law Teachers (SALT) for the SALT Virtual Series: Social Justice in Action.
- Souza, T.J. (Dec., 2019). *Microaggressions in the Workplace: What are They & What Can I Do ABOUT Them?* Facilitated two-hour workshop for 60 people at Clearwater Analytics. Boise, ID.
- Souza, T.J. (Oct, 2019). *Microaggressions in the Workplace*. Facilitated two 1.5-hour workshops for 200 people at the Blue Sky Diversity & Inclusion Institute held at Boise State.
- Souza, T.J. (Oct, 2019). *Responding to Microaggressions in the Classroom with Microresistance*. Facilitated 3-hour workshop for 30 faculty at the University of Florida.
- Souza, T.J. (Oct, 2019). *Microaggressions in the Workplace*. Facilitated 1.5-hour workshop for 120 people at the Women in Leadership Conference held at Boise State.
- Souza, T.J. (April, 2019). *Microaggressions in the workplace*. Facilitated 3-hour workshop for staff at their annual Professional Development Day. Boise, ID.
- Souza, T.J. (March, 2019). *Responding to Microaggressions in the Classroom with Microresistance*. Facilitated 4-hour workshop for 50 faculty at Gonzaga University.
- Souza, T.J. (Feb., 2019). *Sustaining Faculty Development Programs*. Facilitated 1.5-hour webinar for faculty developers from University of West Indies campuses (Jamaica, Barbados, Trinidad-Tobago, and open campus) for their annual Centers for Teaching & Learning meeting.
- Souza, T.J. (2019, January). *From Fear to Freedom: Facilitating Difficult Conversations in the College Classroom*. Presented a 7.5-hour workshop for faculty at Stanislaus State University, Turlock, CA.
- Noah, T. & Souza, T.J. (2018, June, July, & August). *Laying the Foundation for Meaningful Conversations about Diversity*. Presented three 7.5-hour Teaching Professor workshops for Magna publications in three different locations (Philadelphia, PA; Jacksonville, FL; Santa Clara, CA).
- Souza, T.J. (Nov., 2018). *Confronting Microaggressions with Microresistance in the Classroom & Beyond, Alignment in Service-Learning Course Design, and Alignment in Center Outcomes*. Presenter of three workshops for faculty and administrators at Texas Tech University in Lubbock, TX.
- Souza, T.J. (Nov., 2018). Interviewed on *Idaho Matters*, Idaho Public Radio with Francisco Salinas on the topic of Boise State's BUILD certificate program.
- Souza, T.J. (Mar., 2018). *Creating An Inclusive Classroom: Strategies for Fostering Inclusion and Addressing Microaggressions*. Presenter of 3-hour workshop for faculty at Trinity Washington University in D.C.
- Souza, T.J. (Mar., 2018). *Inclusive Excellence in the Classroom and Beyond* (workshop) and *Confronting Microaggressions with Microresistance* (workshop) for participants of the Building Inclusive Approaches to Campus Internationalization, AIEA conference in Boise, ID.
- Souza, T.J. (Feb., 2018). *Inclusive Excellence in the Age of Exclusion* (keynote presentation) and *Inclusive Excellence in the Classroom & Beyond* (faculty workshop) both as part of annual *Equity by Design* event at Ferris State University in Big Rapids, Michigan.

- Souza, T.J. (Dec., 2017). *Confronting Microaggressions with Microresistance in the Classroom & Beyond and Alignment in Service-Learning Course Design*. Presenter of two workshops for faculty at Texas Tech University in Lubbock, TX.
- Souza, T.J. (Sept., 2017). *Creating Inclusive Courses: Approaches to Advance Learning for All Students*. Presenter for 2 workshops for faculty, staff, and administrators at Lewis Clark State College, Lewiston, ID.
- Souza, T.J. (May, 2017). *Inclusive Excellence at JMU: Creating an Environment that Values and Supports all Learners* (keynote). *Facilitating Difficult Dialogues & Managing Hot Moments in the Classroom* (workshop). Presented both sessions for Annual May Symposium on Teaching Event for faculty, staff, and administrators at James Madison University in Harrisonburg, VA.
- Souza, T.J. (April, 2017). *Diversity & Inclusive Excellence at Boise State: Creating an Environment that Values and Supports All Members*. Facilitated 1.5-hour workshop for staff at their annual Professional Development Day. Boise, ID.
- Souza, T.J. (January, 2017). *Confronting Microaggressions with Microresistance*. Keynote presenter for Simpson Forum Event for faculty, staff, students and administrators at Simpson College in Indianola, Iowa.
- Souza, T.J. (December, 2016). *Boise State in the Community*. [Interview about Intercultural Dialogue Partnership Assignment and Intercultural Communication Class.](#)
- Souza, T.J. (October, 2016). *Difficult Dialogues and Stereotype Threat: Facilitating Effective Classroom Discussions*. Presented 2-hour workshop for faculty, staff and administrators at the University of Iowa.
- Souza, T.J. (August, 2016). *Cultivating and Maintaining Civility in the Classroom*. Presented 3-hour workshop for faculty at the University of Texas at El Paso.
- Souza, T.J. (2016, March). *Difficult Dialogues and Stereotype Threat: Facilitating Effective Classroom Discussions*. Presented 3-hour workshop for faculty at St. Mary's College.
- Souza, T.J. (2015, December). *Strategies for Addressing (& Avoiding) Classroom Behavior Management Issues*. Presented 2-hour workshop for faculty at San Jose State University.
- Souza, T.J. (2015, December). *Addressing & Resolving Classroom Management Issues: Strategies for Chairs & Directors*. Presented 2-hour workshop for chairs and directors at San Jose State University.
- Souza, T.J. (2015, May). *Facilitating Difficult Dialogues in the Classroom and Beyond*. Presented via skype for CSU Pomona faculty leaders.
- Souza, T.J. (2015, February). *Facilitating Difficult Dialogues in the Classroom*. Presented workshop as part of diversity series at UMass Amherst.
- Souza, T.J. (2012, August). *Facilitating Difficult Dialogues in the Classroom*. Presented workshop as part of the HSU Institute for Student Success.
- Souza, T.J. (2012, May). *Scholarship of Community Engagement: Exploring how to use Service Learning and other Community-Based Work to Successfully Meet RTP Criteria*. Presented for CSU Chico Faculty Civic Learning Institute.
- Souza, T.J. (2011, November). *Effective Communication Skills in the Classroom, Dealing with Difficult Students, Enhancing Student Engagement, and Effective Communication Strategies for Students* (to students). Presented 4 workshops that week as part of a guest lecture series at Middle Eastern Technical University, Ankara, Turkey.

Selected Competitive Paper/Panel/Poster/Webinar/Workshop Presentations

- Souza, T.J., Cheung, F., & Ganote, C. (2021, June). *Responding to Microaggressions with Microresistance for Institutional Change*. Three-hour workshop to be presented online for NCORE (National Conference on Race & Ethnicity) remotely due to pandemic.
- Souza, T.J. & Ganote, C. (2020, March). *Meeting Microaggressions with Microresistance for Institutional Change*. Two-hour workshop virtually presented at AAC&U's Diversity, Equity, and Student Success conference, New Orleans, LA.
- Souza, T.J. (2018, November). *Teaching First Generation College Students: Strategies for Supporting their Success*. Presented as a 1.5-hour workshop at the annual Professional & Organizational Development (POD) Network conference, Portland, OR.

- Souza, T.J., Ganote, C., & Cheung, F. (2018, November). *Practicing Microresistance for Personal Survival, Ally Support, and Institutional Change*. Presented as a 1.5-hour workshop at the annual Professional & Organizational Development (POD) Network conference, Portland, OR.
- Souza, T.J. (2018, July). *Civil Dialogue as a Classroom Management Strategy*. Prepared and facilitated one-hour webinar for approximately 50 participants. Academic Impressions.
- Noah, T. & Souza, T.J. (2018, June). *Laying the Foundation for Meaningful Conversations about Diversity*. Presented a 3.5-hour preconference workshop at the annual Teaching Professor conference, Atlanta, GA.
- Souza, T.J. & Noah, T.. (2018, June). *Facilitating Meaningful Conversations about Diversity*. Presented a 3.5-hour preconference workshop at the annual Teaching Professor conference, Atlanta, GA.
- Souza, T.J. (2018, June). *What are Microaggressions and What can I do About Them?* Prepared and facilitated Magna one-hour webinar for approximately 60 participants. Magna Publications.
- Souza, T.J., Ganote, C., & Cheung, F. (2017, October). *Microresistance and Ally Development: Powerful Antidotes to Microaggressions*. Presented as a 1.5-hour workshop at the annual Professional & Organizational Development (POD) Network conference, Montreal, Canada.
- Souza, T.J., Ganote, C., Roderick, L. & Cheung, F. (2017, October). *Supporting our Campuses in Politically Fraught Times*. Presented 1 hour session at the annual Professional & Organizational Development (POD) Network conference, Montreal, Canada.
- Noah, T. & Souza, T.J. (2017, June). *From Fear to Freedom: Facilitating Meaningful Conversations about Diversity in the College Classroom*. Presented a 3.5-hour preconference workshop at the annual Teaching Professor conference, St. Louis, MO.
- Souza, T.J., Ganote, C., & Cheung, F. (2016, November). *Confronting Microaggressions with Microresistance and Ally Development*. Presented as a 3.5-hour preconference workshop at the annual Professional & Organizational Development (POD) Network conference, Louisville, KY.
- Souza, T.J. (2016, May). *How to Create a Transformative Learning Experience for Students by Managing Hot Moments and Difficult Discussions in the Classroom*. Webinar for Magna for approx. 50 participants.
- Ganote, C., Cheung, F., & Souza, T.J. (2016, April). *Microaggressions, Microresistance, and Ally Development in the Academy*. Webinar for National Center for Faculty Development and Diversity for approximately 80 participants. (http://www.facultydiversity.org/events/event_details.asp?legacy=1&id=749467)
- Souza, T.J. & Vizenor, N. (2015, November). *Faculty, Stereotype Threat, and the Difficulty of Classroom Dialogues*. Presented as a research session at the annual Professional & Organizational Development (POD) Network conference, San Francisco, CA.
- Ganote, C., Cheung, F., & Souza, T.J. (2015, November). *Don't Remain Silent!: Strategies for Supporting Colleagues via Microresistance and Ally Development*. Presented as a workshop at the annual Professional & Organizational Development (POD) Network conference, San Francisco, CA.
- Souza, T.J. & Rippetoe, S. (2015, March). *Facilitating Difficult Dialogues and Mitigating Stereotype Threat in the Classroom and on Campus: Building Institutional Capacity for Diversity and Inclusion*. Presented workshop at the AAC&U conference entitled "Diversity, Learning, and Student Success: Assessing and Advancing Inclusive Excellence," San Diego, CA.
- Souza, T.J. (2014, November). *Difficult Dialogues and Stereotype Threat: Facilitating Effective Classroom Discussions*. Presented as a workshop at the annual Professional & Organizational Development (POD) Network conference, Dallas, TX.
- Souza, T.J. (2011, March & 2010, February). *Scholarship of Community Engagement: Exploring how to use Service Learning to Successfully meet Retention, Tenure, and Promotion Criteria*. Presented at the Planting Seeds of Learning: Northern CA Regional Service Learning Conference, Arcata, CA.
- Souza, T.J. (2007, February). *Social Justice in the Classroom: Bridging Critical Pedagogy and Universal Design for Learning to Meet the Needs of All Students*. Presented at the Western States Communication Association Convention, Seattle, WA.
- Souza, T.J. (2007, February). *Social Justice Through Diversity Training: An Examination of Service-Learning Pedagogy in Action*. Presented at Western States Communication Association Convention, Seattle, WA.

- Souza, T.J. (2005, November). *Did Lessons on Diversity Make a Difference?: An Analysis of the P.A.C.E. (Partnerships with Adolescents for Communication Education) Project*. Poster presented at the National Communication Association, Boston, MA.
- Souza, T.J. (1998, February). *A reflective approach to issues of diversity*. Presented at the Western States Communication Association Convention, Denver, CO.
- Souza, T. J. (1996, October). *The language debate: The relationship of sexist language to the construction of gender, reform, and theory*. Presented at the Organization for the Study of Communication, Language and Gender Conference, Monterey, CA.
- Souza, T.J. (1996, February). *Research in gender and communication: A critique and call to communication researchers*. Presented at the Western States Communication Association Convention, Pasadena, CA.
- Souza, T.J. (1996, November). *A theoretical bridging of standpoint feminism and hermeneutics*. Presented at the Speech Communication Association Convention, San Diego, CA.
- Souza, T.J. (1996, April). *Conflict management and gender as a situated accomplishment: A call to communication researchers*. Presented at the Northwest Communication Association Convention, Coeur d' Alene, ID.
- Souza, T.J. (1996, April). *Intercultural conflict management*. Presented at the Northwest Communication Association Convention, Coeur d' Alene, ID.

Selected Honors, Grants, and Awards

- Idaho START (System to Attract and Retain Talent) Coordinator for *National Science Foundation* 5-year **\$50,000** grant (9/20- present). Idaho START promotes best practices in faculty recruitment and retention of faculty from underrepresented populations. The START Coordinator (1 per campus) maps existing practices to gain a clear understanding of current recruitment, retention, and advancement activities and selects key departments to pilot best practices and work with the department leadership and faculty to align diversity practices with START protocols. The START Coordinator addresses gaps and takes action on practices and policies that contribute to a diverse and inclusive community such as the Equity Advocates program to assist inclusive searches.
- Promoting Diverse and Inclusive Leadership in the Geosciences/*National Science Foundation* grant (10/20-present). Co-PI for this 2-year **\$265,000** EAGER project that will develop and test a framework that incentivizes and rewards Inclusive Leaders in the Geosciences through changes in faculty workload policy and annual evaluations. We will use a collective impact approach to engage the faculty and student partners in the process. Our framework will identify training activities and evidence-based illustrative practices related to becoming and growing as Inclusive Leaders. This work will first be performed at Boise State and then tested independently at Idaho State University (ISU) in order to ensure that it is adaptable to other Geoscience units at other universities across the country. Through our framework, we will provide a mechanism to institutionalize the importance, value, and recognition of leaders in diversity and inclusion.
- Howard Hughes Medical Institute (HHMI) grant (2/18-present). Co-PI for **\$50K grant** for the BUILD Forums Initiative to move the campus conversation about diversity and inclusion forward and to take more substantive action toward building a campus culture for diversity and inclusion. Day-long sessions have focused on topics such as inclusive hiring and retention and white supremacy culture. Planned and assessed week of BUILD Forums with Sharon Washington and implemented Dialogue Program.
- CSU System Institute For Teaching and Learning Grant (12/09 to 6/10). PI for **\$4500** grant to promote, implement, and facilitate an *Active Learning Strategies Faculty Learning Community*. Eight faculty were involved.
- FIPSE MERLOT ELIXR Grant (8/08 to 8/10). Faculty Development Lead for ELIXR, which was a **\$680,184 grant** funded by the Funds for the Improvement of Postsecondary Education. The Multimedia Education Resource for Learning and Online Teaching (MERLOT) ELIXR initiative created a repository of digital case stories for exemplary teaching innovations, illustrating both the product and the process of the innovations and their impact on student learning. The case stories demonstrate innovations in both

disciplinary and institutional contexts and are designed for use in faculty development programs, as well as by individual faculty. (<http://elixr.merlot.org/case-stories/>)

- FIPSE EnACT (Ensuring Access Through Collaboration and Technology) Grant (1/07 to 5/09). Campus Coordinator and PI for EnACT, which was a three-year, million-dollar grant funded by the U.S. Department of Education, Office of Postsecondary Education (HSU was funded **\$58, 918**). The mission of EnACT was to support students with disabilities within the California State University (CSU) in attaining their postsecondary educational goals. Designed to provide faculty within the CSU system the skills, support and training necessary to ensure that students with disabilities are provided a high quality postsecondary education. Campus Coordinator responsibilities included getting trained in UDL, teaching UDL workshops, facilitating UDL Faculty Learning Communities each year, coordination with Student Disability Resource Center, working with EnACT Leadership Team, serving on appropriate Accessible Technology Initiative committees, budget management, coordinating faculty development opportunities to assist in accessible instruction and materials, and collaborating with campus and CSU stakeholders.
- Faculty Diversity Development Award (Spring, 2004). Awarded 3 units release time to develop research and course project entitled PACE (Partnership with Adolescents for Communication Education). This project sought to develop a course in which HSU students (pre-service teachers) enrolled in *Instructional Communication with Adolescents* worked in teams to design, develop, and teach communication and diversity lessons to an 8th grade history class during a series of workshops. In addition, it served to develop a research project to assess the impact of the service-learning project on the community partners.
- Teaching Tolerance Grant (11/03). Southern Poverty Law Center, \$1100 awarded to support service-learning course development with an emphasis on diversity.
- Communicating Common Ground (CCG) Grant (8/02). A cooperative project between the National Communication Association (NCA), the Southern Poverty Law Center (SPLC), the American Association for Higher Education (AAHE), and Campus Compact with a focus on better educating youth to embrace the advantages of a diverse society, engagement of higher ed. with secondary ed., and promoting service learning as an efficacious method for enhancing student learning and civic responsibility. The goal of this partnership was to have HSU students in my *Instructional Communication with Adolescents* course partner with teachers at a local middle school to develop and teach curricular units to enhance adolescents' appreciation of diversity and to improve their skills in and knowledge of communication.
- Faculty Diversity Development Award (Spring, 2001). Awarded 3 units release time to complete a research project on communication education comparing collectivist and individualistic cultures response to conflict management instruction and application.
- Kramarae Outstanding Master's Thesis Award (1995). National thesis competition sponsored by the Organization for the Study of Communication, Language and Gender.

SERVICE

Selected University Service

- Presenter & Member, Academic Leadership Council (ALC) (9/18 to present). The ALC includes leaders of academic departments, assistant and associate deans, college/school deans/directors, and other campus leaders within Academic Affairs. Members of the Academic Leadership Council promote the academic effectiveness of BSU by enhancing existing administrative and faculty governance structures. The ALC provides professional growth and development and provides the Provost and Vice-President of Academic Affairs prompt and accurate information about the needs, problems, and viewpoints of academic leaders.
- Member, COVID Protocol & Mask Compliance Committee (7/20-present). Committee charged with practices, policies, and resources regarding FTF courses during COVID.
- Member, Faculty Code of Conduct Committee (1/19-present). Committee charged with creating the first campus Faculty Code of Conduct document designed to better guide faculty behavior and make consistent and equitable approaches to faculty behavior.
- Chair & Member, Policy 2050 Revision Committee (Chair 2/20 to 6/21, Member 6/19 to 1/20). Created committee to be in charge of revising the "Maintaining Instructional Order Policy" to "Maintaining

Effective Learning Environments.” Vet policy with numerous stakeholder groups and move it to approval from various levels of leadership.

- Member, Tenure & Promotion Committees for Leslie Madsen, John McClellan, Kelly Rosetto, and erin mclellan (2017-2020).
- International Programs Screening Committee Member (1/13 to 6/13 & 1/01 to 5/05). Committee that screens and interviews students applying to study abroad programs to ensure cultural sensitivity and readiness.
- Co-Director of the Institute for Alternative Dispute Resolution (ISADR) (7/02 to 7/10). ISADR’s purpose is to conduct research on alternative dispute resolution and provide professional training for mediators, facilitators, and other dispute resolvers. As Co-Director, I worked in coordination with Co-Director to design curriculum, offer courses, facilitate public dialogues, make program decisions, guide operations of ISADR, work in coordination with Humboldt Mediation Services, and coordinate practicums.
- Member, Provost’s Council (1/07 to 6/10). The Provost’s Council assists the Provost and Vice President for Academic Affairs with policy issues and major areas that need broad consultation.
- Program Leader, Cross-Departmental Mentor Program (CDMP) (2/07 to 6/10). Develop successful mentoring resources, solicit nominations for appropriate mentors from Chairs, develop forms, choose appropriate mentors, match partners whose backgrounds and positionalities align, coordinate luncheon for mentor matches, and evaluate the program.
- Communication Across the Curriculum Coordinator (CAC) (8/07 to 6/10). 3 units of assigned time to arrange forums for the presentation and application of research regarding effective development of written and oral communication proficiency, consult individually with faculty members, the Writing Center, and other areas offering support for student communication development – both to understand the status of such instruction, and to serve as a resource, collaborate with the Faculty Associate for Assessment to develop and implement activities to assess written and oral communication skills, support training/development of departmental writing plans.
- Chair & Member, Accessible Technology Initiative (ATI) Instructional Materials Action Plan (IMAP) Committee (Chair 5/08 to 5/09, Member 1/07 to 5/09). Committee in charge of assessment and decision making regarding accessible instructional materials for students with disabilities. Develop action plans for supporting implementation of Chancellor’s Office Accessible Technology Initiative (ATI) for campus.
- Member, Faculty Diversity Development Committee (1/07 to 12/08). Committee works in partnership with the Office of Diversity and Inclusion (ODI) to provide an advisory council to create institutional and systemic change collectively. By applying an equity lens, the FDCC assists the ODI in making recommendations and raising awareness of ways to improve HSU’s diversity, equity and inclusion efforts with a focus on faculty development opportunities and inclusive teaching as an emerging HSI.
- Member, Women’s Studies Committee (9/00 to 9/08). Meet to discuss issues affecting the Women’s Studies Program and develop programming, curriculum, and strategic plan.
- Member, Diversity and Common Ground Committee (UCC Subcommittee) (9/03 to 5/05). Committee tasked with revising the DCG (similar to UF200) requirements and processes as well as reviewing submissions to approve DCG courses. Two DCG courses required for all students as part of general education.
- Member, University Curriculum Committee (8/03 to 8/05). 3 units of assigned time for the year. Functions of UCC were as follows: recommend curricular policy for consideration by the Academic Senate; advise the Provost and Vice President for Academic Affairs concerning curricular policy; advise the Provost and Vice President for Academic Affairs on appeals relative to actions taken by college curriculum committees; advise the Provost and Vice President for Academic Affairs on curricular matters affecting more than one college; advise on broad curricular matters referred to it by the Provost and Vice President for Academic Affairs; to review programs developed in colleges to insure that they meet the curricular and programmatic policy of the University; and engage in program review as required. Served on following UCC subcommittees: Convener, Women’s Studies Options Review Committee (9/03 to 12/03), Member, Diversity and Common Ground Committee (9/03 to 5/05), Member, LSEE Oversight Standing Committee (9/03 to 5/05), Member, Area B Program Review Committee (9/03 to 5/05).

Member, Faculty Development Committee (8/03 to 1/04). Committee works with the coordinator to support faculty development initiatives and programs. Worked on increased support for teaching effectiveness, increased support for scholarship on teaching, and more workshops (especially around diversity topics).

Selected Departmental Service

Chair, 2 BUILD Search Committees, Instructional Consultant for Inclusive Teaching position/Consultant for Inclusive Staff Development position. Boise State University (3/19 to 8/20 & 9/19 to 1/21).

Member, 2 CTL Search Committees, Instructional Designer position/CTL Director position. Boise State University (9/16 to 2/17 & 1/21 to 4/21).

Member, Communication Faculty Search Committee, Department of Communication Assistant Professor position. Boise State University (9/17 to 2/18).

Member, Communication Executive Committee (9/00 to 5/15). Department governance and decision-making body. Collaborated for program review and policy change.

Member & Chair, 3 Communication Faculty Search Committees, Department of Communication Assistant Professor position/Lecturer/Associate Professor position. Humboldt State University (9/07 to 2/08, 9/10 to 2/11, 9/12 to 3/13).

Chair, Communication Personnel Committee, HSU (1/05 to 5/05). Chair meetings to discuss and make decisions on personnel matters.

Member, Personnel Committee (7/04 to 5/05, 8/06 to 5/08, & 8/10 to 5/15). Assist in departmental personnel considerations and decisions. Review WPAFs. Observe and evaluate part-time and full-time faculty. Collaboratively construct criteria for new tenure/promotion standards.

Acting Department Chair, Department of Communication (8/04, 7/03, 7/01).

Member, 2 Communication Faculty Search Committees, Department of Communication Assistant Professor position/Visiting Professor position. Univ. of WI-Parkside (9/99 to 2/00 and 1/99 to 2/99).

Selected Institutes/Conferences/Courses Participated or Planned

Participant, *OSU Search Advocate Foundations Workshop Series*. (Aug., 2021). This 4-day workshop series establishes a theoretical foundation of current research about implicit bias and diversity, information about the changing legal landscape in hiring, and an overview of inclusive employment principles.

Participant, *OSU Search Advocate Training: Focus on the Interview* This ½ day workshop was a deeper dive into remote and face-to-face interviews in the search and selection process. (Sept., 2021).

Participant, Selected as part of campus team to participate in *AAC&U's Virtual Institute on Truth, Racial Healing & Transformation Campus Centers* (June 22-25, 2021).

Participant & Presenter, *NCORE: National Conference on Race & Ethnicity*. Virtual conference (June 7-11, 2021). Full-day preconference on *Searches for Diverse Candidates*.

Participant, *NCORE: National Conference on Race & Ethnicity*. Virtual conference (June 23-26, 2020).

Planner & Presenter, *Great Ideas in Teaching & Learning Symposium*, BSU (January 2017, 2018, 2019, 2020).

Participant, *NCORE: National Conference on Race & Ethnicity*. Portland, OR (May 28-June 1, 2019). Full-day preconference on *Searching for Cultural Competence in Faculty Hires*.

Participant & Presenter, *Diversity, Learning, and Student Success: Assessing and Advancing Inclusive Excellence*. AAC&U conference, San Diego, CA (March 26-28, 2015).

Planner and Participant, *Institute for Diversity and Student Success*, HSU (May, 2012). One-day institute on promoting student success with keynote speaker Dr. Claude Steele.

Planner and Participant, *Institute for Diversity in Teaching & Learning*, HSU (May, 2010). Two-day institute on improving effectiveness in working with diverse student populations with keynote Dr. Craig Nelson.

Planner and Participant, *Accessibility Institute*, HSU (August, 2008). Two-day institute with purpose to ensure that participants receive accessibility-related training, tools, resources, and support in an effort to provide a quality education for students with disabilities.

Planner and Participant, *HSU First Annual Professional Development Day on Diversity and Inclusion* (January, 2008). Workshops offered on better meeting diverse students' needs.

Participant, *Summer Accessibility Institute*, San Jose State University (July, 2007). Three-day institute to provide accessibility-related training and resources in an effort to improve education for students with disabilities.

Participant, *Universal Design for Learning 1 Online Workshop*, HSU (February, 2006). Provided major principles for integrating Universal Design for Learning into one's courses.

Participant, *Communicating Compassionately: Resolving Conflicts and making Life More Wonderful through Nonviolent Communication*, HSU (March, 2006). A 2-day workshop designed to improve communication and conflict management skills.

Participant, *Diversity on Campus Training Course with John Townsend (Muscogee Indian Nation)*, HSU (June, 2005). Two-day cultural sensitivity training sponsored by the Institute for Alternative Dispute Resolution.

Participant, Mediator Training course, *Handling Complex Public Disputes*, HSU (July, 2002). Four-day training sponsored by the Institute for Alternative Dispute Resolution.

Participant, Mediator Training course, *Advanced Negotiation Training*, HSU, (June 12-13, 2002). Two-day training sponsored by the Institute for Alternative Dispute Resolution.

Participant, Mediator Training course, *Introduction to Alternative Dispute Resolution: Negotiation and Mediation*, HS, (June, 2002). Five-day training sponsored by the Institute for Alternative Dispute Resolution.

Participant, DCG Workshop entitled "*Identity, Content, and Pedagogy: Transforming Syllabi for 'Diversity and Common Ground.'*" HSU (Sept., 2001). One-day workshop for those who teach DCG courses.

Memberships

POD Network (Association for Professional and Organization Development)
NADOHE (National Association of Diversity Officers in Higher Education)
NCORE (National Conference on Race & Ethnicity)