**Kevin R. Meyer, Ph.D., Statement of Current Research**

 As an instructor, I am naturally curious about communication in the classroom. In my experience, communication among teachers and students is rarely as clean and neat as some literature makes it out to be. Rather, classroom communication is often messy and complex; a combination of variables that are hard to isolate and typically not as straightforward as empirical research suggests. Thus, communication in the classroom is a way of being and knowing, for both teachers and students, that precludes simplistic prescriptions or easy solutions. It is the very nature of this complexity that drives my interest in exploring classroom communication with a critical eye. As a scholar, my interests and research primarily focus on issues pertaining to instructional communication, or the study of how instructors of all academic disciplines and students communicate. I also am intrigued by issues related to communication education, or the study of teaching communication skills, principles, and theories. Even more specifically, my interests lead me to explore pedagogy, instructor training, course and student assessment, course administration, and student skill development in the basic communication course. Consequently, in my program of research, I explore the intersection of communication and education issues through investigations of instructional techniques and strategies, student learning and behavior, dissemination of communication instruction, training, assessment, and pedagogical concerns. Since education occurs within the organizational structure of a school and classroom environment, and necessarily involves interpersonal relationships between teachers and students, I am generally interested in exploring how interpersonal and organizational issues coalesce to influence the classroom environment. Ultimately, my current and future research will continue to focus on instructional issues, with occasional projects in other areas of communication studies, while employing mixed-method research designs.

Many of my particular research interests focus on the communication among teachers and students in a classroom setting. Specifically, this means that I am intrigued by teacher-student relationships, student learning preferences, instructional techniques and strategies, assessment of teaching and learning, critical thinking and information literacy skill development, and factors that influence the instructional climate of the classroom. My previous research in this area has explored a range of instructional variables. For instance, I conducted thesis research on classroom management training for graduate teaching assistants, as well as subsequent projects examining student portfolio assessment, basic course pedagogy, assessment of critical thinking and information literacy skills, and speech evaluation assessment. I have also studied the effects of instructor speech rate on affective learning and student perceptions of instructor immediacy, credibility, and clarity. Two of my previous investigations explored student perceptions of power and persuasive techniques in learning community classrooms, and student perceptions of classroom climate and use of behavior alteration techniques with American and international teaching assistants.

Although there are a great many topics I would like to eventually explore concerning communication and education, the ongoing program of research that I am most passionate about involves student silence and participation grades. Instructors generally desire to have students orally participate in class, and often use grades to encourage participation. Despite the common use of participation grades, though, most students remain silent in class. Thus, the practice of grading participation should be re-examined. Moreover, the factors predicting student silence and participation deserve greater attention. In addition, the other ways in which students engage in the classroom warrant investigation. As a result of my interest in student silence and participation grades, I have already conducted two exploratory studies (employing closed and open-ended survey questions) and focused my dissertation research (which involved scale development and quantitative survey data) on extensions of this topic. Currently, I am in the process of revising and submitting several manuscripts stemming from my exploratory study as well as my dissertation research on student silence and participation grades. In addition, I am currently in the process of content analyzing qualitative data from over 300 undergraduate and graduate students responding to open-ended survey questions about issues of student silence and participation grades.

Although I expect that the vast majority of my future research agenda will concentrate on instructional communication, with a special focus on student participation, I also intend to continue my research into sports league apologia and image repair. I have previously written papers exploring the apologia and image repair strategies employed in professional baseball with regard to issues of labor negotiations and the steroids controversy, as well as the apologia of Michael Vick following his conviction on charges of gambling and dogfighting. The idea of continuing to examine ways in which apologia and image repair theories can be expanded and refined to account for non-traditional case studies such as these intrigue me.