Executive Summary

- Joined the Department of Journalism and Mass Communications as an Assistant Professor in August 2005.
- Previously taught at Washington State University (1991-1999) and was tenured and promoted (1999); taught at Stonehill College in Easton, Mass. (August 1999-May 2001) and at Bridgewater State College (August 2001-2005).
- Ph.D. from Michigan State University in Mass Media (1993)
- Tenured and promoted to Associate Professor in August 2010.
- Appointed head of the Department’s Tenure and Promotion Committee in May 2014.
- Appointed internship coordinator for the Department in May 2014.

Teaching Statement

When I arrived at New Mexico State University in 2005, I already had fourteen years of teaching experience as a professor and four years as a graduate assistant, so I did not find the transition to teaching at NMSU a difficult one. I had spent eight years teaching at Washington State University and was tenured there before having to return to Massachusetts to care for an aging parent. I spent six years teaching in Massachusetts before moving to New Mexico.

My teacher training began during my Ph.D. program at Michigan State. The program required a mandatory year of teacher-training classes and mentoring during teaching. My first teaching position upon graduation, at Washington State University, also involved classroom mentoring. Three faculty watched me teach and gave me specific pointers on classroom teaching, syllabus construction and other pedagogical issues.

Since coming to New Mexico State University, I have taken many Teaching Academy classes. None of my previous universities offered such continued training. I welcome it. I took the Academy’s intensive summer boot camp for online course development prior to teaching online classes. I found that especially helpful, not only to learn the various computer programs that can be used for online development, but especially for how to engage in the best practices for distance learning. I was very leery of how to do distance education prior to the boot camp, but I found that the various distance learning experts were incredibly helpful.

I also have taken Teaching Academy classes on teaching large lecture classes and I adopted several practices, including methods for sustaining student attendance and attention, as well as how to properly handle discussion with large crowds. I have also found syllabus construction classes helpful since those courses really focused on how to ensure that what I state in my goals section is actually reflected in both my classroom performance and in my assignments.

Teaching is my primary duty at this university; it accounts for fifty-five percent of my work allocation. I see teaching as a privilege and despite having done so for more than twenty five years, I still enjoy going into the classroom and I take the time to bring new materials into each semester’s classes. I recognize that I am helping train the next generation and that someone has paid several thousand dollars per year for each student to be at New Mexico State University.
I stress the importance of freedom of expression and diversity issues in all of my classes. The latter, which is one of my stated goals, is stressed in my news writing and reporting classes, my media law class, my media history class, and the women and mass media class that I teach.

Because my media background has been diverse (newspaper reporting and editing; radio news; magazine writing and editing; and public relations), I am able to teach a variety of courses. I have taught fourteen classes at NMSU since 2005. I also have taught an Honors College course (twice) in mass communication law. Since May 2014, I have been in charge of the Department of Journalism’s internship program. I help students find internships, I monitor their progress and I also help many students find full-time work. I do not believe teaching ends with graduation. Helping students find employment is important to me.

I take two different pedagogical approaches to my teaching, based on what I have learned over the years. For larger, lecture-discussion classes I have used what one of my mentors called a “benign Socratic method.” I ask and answer questions to ascertain students’ knowledge, to help them gain more knowledge and to help students develop their critical thinking skills. I use a fair amount of multi-media to accompany my classes. I show short video clips of no more than three minutes and discuss what was in the clips and I also show images of primary source material (historic newspapers, photographs, images of important individuals, etc.).

I never just lecture. There is ample discussion since discussion enhances learning. I also make certain that the more gregarious students don’t dominate discussion, but I try to get as many students as I can talking. I supplement my classes with the online Canvas program. I make strong use of discussion boards because I want to make certain that every student contributes, even the shy ones who find talking in class difficult, and I especially want to gauge students’ learning and understanding of the material. I try to make a lot of eye contact with students in class and scan the room as I speak to make certain my material is understood, that the pacing of the class discussion is not too fast or too slow and to make certain that students aren’t tuning me out. I also assess learning by making certain that these lecture-discussion classes have a mix of tests and written assignments. The written assignments always require library and/or online research.

I also teach a number of hands-on writing classes. I tend to use a common teaching method in these classes, the coaching method. After a period of lecture/discussion during which I provide plenty of examples of the day’s work and discuss how such work would be reported and written, I then work my way around the room as the students then write the day’s assignment or engage in editing work. I ask careful questions, give out praise and am careful in how I correct students on their work. By taking an encouraging approach and by asking students to think for themselves, I see their work and their skills improve throughout the semester. The coaching method helps me ensure that course goals—improved writing, critical thinking, understanding of industry issues, understanding and application of legal and ethical issues—are achieved.

**CLASSES TAUGHT AT NEW MEXICO STATE UNIVERSITY (2010-2017)**

- **JOUR 105** Media and Society
- **JOUR 110** Introduction to Mass Media Writing
- **JOUR 210** News writing for Print and Internet
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<th>Course Code</th>
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<tr>
<td>JOUR 306</td>
<td>Feature Writing</td>
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<td>JOUR 310</td>
<td>Intermediate Print Reporting</td>
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<td>JOUR 350</td>
<td>History of Mass Media</td>
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<td>JOUR 380</td>
<td>Women and the Mass Media</td>
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<td>JOUR 407</td>
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<td>Public Relations Campaigns</td>
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<td>JOUR 494</td>
<td>Special Topics: War Reporting</td>
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<td>JOUR 495</td>
<td>Mass Communication Theory</td>
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<td>JOUR 499</td>
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I teach three classes per semester each year and have taught course overloads on occasion, when asked. I have consistently taught high credit loads throughout my career at New Mexico State University. Here is a listing of the credit hours taught by year since I received tenure and promotion in 2010:

- **2010-2011**: 702 Regular Class Credit Hours taught
- **2011-2012**: 543 Regular Class Credit Hours taught (on sabbatical Fall 2011)
- **2012-2013**: 660 Regular Class Credit Hours taught
- **2013-2014**: 736 Regular Class Credit Hours taught
- **2014-2015**: 840 Regular Class Credit Hours taught
- **2015-2016**: 796 Regular Class Credit Hours taught
- **Fall 2016**: 401 Regular Class Credit Hours taught (Note: I have not been given the Spring 2017 hours to add to this).

My student class evaluations have been consistently strong. According to my Department Head’s annual appraisals, most of my student evaluation scores have exceeded the Department of Journalism’s average.

For the 2011-2012 academic year, my student evaluations ranged from 3.773 to 3.945. The department average for classes was 3.72.

For the 2012-2013 academic year, my student evaluations ranged from 3.71 to 3.97. The department average for classes was 3.72.

For the 2013-2014 academic year, my student evaluations ranged from 3.81 to 3.97. The department average was 3.63.
For the 2014-2015 academic year, my student evaluations ranged from 3.61 to 3.91. The department average was 3.48 to 3.58.

For the 2015-2016 academic year, my student evaluations ranged from 3.69 to 3.95. The department average ranged from 3.68 to 3.73.

For the 2016-2017 academic year, my Fall 2016 evaluations ranged from 3.87 to 3.94. The department average for Fall 2016 was 3.61.

**Research Statement**

Scholarship activities account for 35 percent of my allocation of effort. Since my department does not have a graduate program, most of my scholarship/research focuses on producing scholarly books, articles for journals and book chapters. My department’s tenure and promotion guidelines require that faculty produce at least one scholarly publication each academic year. I have met, and frequently have exceed, that requirement each year.

I have won eight best paper awards at conferences during my career, half of which have been awarded since I was tenured at New Mexico State University. I have received six research grants during my career, two of which have been awarded since tenure.

My research focuses on nineteenth- and early twentieth-century media history and, on occasion, media law. These areas fit my stated research goal of exploring press performance. I have endeavored to be a productive scholar throughout my career. My rate of productivity has increased since being tenured at New Mexico State in 2010.

One caveat needs to be made clear up front about my publications: Although my legal, married name is Mary M. Lamonica, I have written for longer than I have been married, thus I continue to write as Mary M. Cronin.

I am a media historian by training. History research often is a solitary occupation with many hours spent in research libraries, often at the researcher’s own expense. There are few grants for historic research. The few that exist are small: $500 to $1,000 to help cover hotel expenses. Most of my research, therefore, has been at my own expense and I often focused on important regional press performance and regional media figures—individuals or publications that were ignored in past decades when the focus often was on the “great men” of history. The majority of my research is sole authored, although I have, on occasion, engaged in co-authored work with one of my colleagues at NMSU and with a few colleagues at other universities, a practice which I find rewarding. The exchange of views produces stronger research.

My research interests have broadened in their scope as my career has progressed and as opportunities have come along. Prior to 2007, my research focused largely on how women, minorities, and third-party political groups established their own media to argue for political, economic and civil rights. At the time I began doing research, this area was largely understudied, so I pursued this avenue of research following the completion of my doctoral work.
I then grew more interested in how women and minorities were represented by both the mainstream press and by the women's press and the minority press. At the same time, several scholars approached me to get involved in U. S. Civil War research, specifically press performance issues. This occurred about the time that I moved to New Mexico. While the U. S. Civil War may seem, at first glance, a well-researched area, the influence of newspapers on the public during the war years and research of news content are actually understudied areas.

Since achieving tenure, I have begun writing books. I continue to produce scholarly journal articles, as well. I have produced two books so far; a third is under review. My first book was a textbook for 100-level Media and Society classes that I co-wrote with a now-retired NMSU adjunct faculty member, Dr. Charles Scholz, for Great River Learning publishers in Iowa. I am second author on this book.

My second book is an edited one. I am sole editor of An Indispensable Liberty: The Fight for Freedom of Expression in the Nineteenth Century (Carbondale: Southern Illinois University Press, 2016). This book uses social and cultural history approaches to examine how a disparate group of individuals from many walks of life (abolitionists, women suffragists, pacifists, ministers, editors, book authors and reporters) argued for freedom of speech and expression during the nineteenth-century. Although the First Amendment existed, speakers and writers during the nineteenth century were subject primarily to more restrictive state speech laws.

I am currently engaged in two more edited book projects and am also continuing to write book chapters for other scholars’ books and produce journal articles, too. The first edited book focuses on nineteenth-century adventure journalism, a unique form of journalism that sent journalists on far flung expeditions around the globe while promoting American global dominance and technological achievement. I am writing two chapters for this book and will engage in editing duties. Chapter authors have an August 2017 deadline. We will be approaching an academic press with our finished manuscript by September 1, 2017. We hope to publish this book by 2019.

My other edited book project involves two volumes that focus on press performance during the U. S. Civil War. My co-editor, Prof. Debra Reddin van Tuyll of Augusta State University, is the author of six books on nineteenth-century media history. While much has been written on the press during wartime, the existing scholarship has focused on the northeastern and southern press, predominantly. Far less has been written about the press in the regions of the Midwest and West. We finished the prospectus for these two books in December 2016. As of January 2017 we began approaching colleagues to write for these books. We expect to complete these volumes in 2020 and hope for publication by 2022. We may seek out Peter Lang Publishers in New York since Prof. van Tuyll has already produced a well-respected book on the Confederate Press through this publisher.

My publications are all listed in my vitae, thus I will not restate them here. My publication record to date is as follows:

- I have produced two books since tenure and promotion. A third book, an assessment of a Texas Civil War-era correspondent and humorist, is sole-authored and is under review at the University of Tennessee Press.
• I have written **one monograph** for *Journalism and Communication Monographs*, the leading scholarly monograph in my field. Note that I did publish this monograph in 2006 prior to tenure.

• I have produced **twenty four journal articles** during my academic career. **Nine** of these have been produced since I was tenured and promoted at NMSU in 2010. **Five** others were produced from 2005-2010 at NMSU. The remainder were produced while I was at other universities. All of these journal articles went through a peer review process. I was able to obtain the acceptance rate for three of the journals from their editors. They are as follows:

  - *Journalism History* 25 percent
  - *American Journalism* 25 percent
  - *J&MC Quarterly* 17 percent

The first two journals mentioned are the only two journals in my field that are completely devoted to media history research. They also are well respected. Other mass media journals and some regular history journals do accept occasional articles on media history.

• My articles have been published in **eight** scholarly journals:

  *Journalism History*
  *American Journalism* (the flagship journal of the American Journalism Historians Assoc.)
  *J&MC Quarterly* (formerly known as *Journalism Quarterly*)
  *Historiography in Mass Communication*
  *Journal of Mass Media Ethics*
  *Sociological Inquiry*
  *Southwestern Historical Quarterly*
  *Military History of the West*

• I have produced **fourteen book chapters**. These were invited chapters. **Seven** have been produced since tenure and promotion. **One** chapter was produced at NMSU prior to tenure. Six other chapters were written when I worked at another university.

• I have produced **one scholarly blog** with a colleague from my department (Prof. Bruce Berman). I say scholarly because this involved several archival trips to the University of Texas at Austin and to Texas State—San Marcos.

My conference presentation record is as follows:

• I have presented research at **six invited panel presentations** at scholarly conferences. I have been invited to present papers at three other conferences, but I did not have the
money to do so. Of the six invited panel presentations, three have taken place since my tenure and promotion and three took place prior to my tenure and promotion.

- I have presented twenty-nine refereed conference papers at a variety of conferences. Of this number, seven scholarly papers have been presented since I was tenured and promoted; seven other papers were presented prior to tenure at NMSU; and, fifteen papers were presented when I worked at other universities. (Note: Blind peer-review is the norm for journalism and mass communication conferences. Ever one of my twenty-nine papers was peer reviewed and accepted for these conferences).

- My research has been presented at the following conferences throughout my career:
  - the annual conference on Transnational Journalism History
  - the annual Symposium on the 19th Century Press, the Civil War, and Free Expression
  - the American Journalism Historians Annual Conference
  - the annual conference of the Urban History Association
  - the annual convention of the American Humor Studies Association
  - the annual Association for Education in Journalism and Mass Communication
  - to the Western Journalism Historians Conference

**Service Statement**

My annual goals statement reflects that I will provide whatever service to my department, to the College of Arts and Science, to the University and to the broader local and scholarly communities that I am asked to perform. I am most proud of my community outreach, since it involves K-12 student education (via middle school and high school journalism workshops) and freedom of speech awareness (via the planning and holding of public lectures and panels on this topic). This outreach to the community and the devotion to education of those community members fits with the university's land grant mission. Although all of my service activities are listed on my vitae, I provide a summary here of key service activities that I have undertaken since being tenured:

**Leadership**

- I have served as head of the Department of Journalism's Tenure and Promotion Committee since 2014.
- I have served as Director of Internships for my department since 2014.
- I have served as assistant department head during the summers of 2013, 2014 and 2016 when my department head was out of town.
- I will be serving as interim department head from July 1, 2017 through December 2017, while my department head is away on sabbatical.
- I was asked by the Teaching Academy (and agreed) to serve as a faculty mentor.
University Service

- I was appointed to the Faculty Senate in August 2017 to serve a three-year term.
- I serve as a member of the Faculty Senate’s Long Range Planning sub-committee.
- I have worked New Student Registration summer sessions since I began my career at NMSU in 2015.
- I served as a member of the QuickConnect program during the 2012-2013 academic year.
- I served as a faculty proctor during the 2015-2016 academic year for the General Education Program-Level Assessment Scoring Session.

College-level Service

- I served for three years as a member of the College of Arts and Sciences Faculty Awards Committee.
- I have served on five graduate committees and/or honors thesis committees at NMSU since obtaining tenure.

Department Service

- I have served as a chair or member on four Dept. of Journalism search committees.
- I have served as a member of the multi-media committee that helped design the coursework for new multi-media classes and also was involved in designing the department’s multi-media lab.
- I serve as the Head of the Tenure and Promotion Committee for my department (since 2014).
- I serve as the Director of the Department’s internship program (since 2014).
- I have served on the Department’s curriculum committee since 2010 (this is an ongoing committee).
- I wrote the diversity section for the Department’s re-accreditation report in 2011.
- I served as my department’s faculty volunteer in 2013 for the College of Arts and Science’s Department “Major Fair” for prospective students.
- I have mentored new faculty, not only on the tenure and promotion process, but also on student advising.
- I am the Department’s liaison to the Zuhl Library. I make recommendations for what books and other materials to purchase for the Library based on faculty and my own recommendations.
- Faculty advisor for the 2016-2017 academic year for The Scoop magazine, the Department’s alumni magazine.
Outreach

- I worked with Fred Martino, the head of content for KRWG-TV in Las Cruces, to produce an episode of the “Issues and Answers” show. This particular show focused on the 2016 Presidential Election.
- I served as a reader for the Zuhl Library’s banned books week during the Fall 2016 semester.
- I have served since 2012 as a member of a “Sunshine Week” committee that produces an annual public lecture on First Amendment topics each March in honor of James Madison Day. The committee includes members of the Zuhl Library, alumni, members of local media, members of student media, and a local attorney.
- I have put on four different teaching sessions (and arranged guest speakers) for Sierra Middle School’s media magnet program students in 2012 and 2013. Each session has involved more than sixty students and their teachers. (Note: prior to tenure I also staged two state-wide high school journalism workshops that brought in more than 100 students and teachers. These were discontinued for lack of funding).
- I put together a teaching session for the New Mexico Department of Fish and Game in 2013. The head of the NM F&G requested a day-long training session for his officers who have to write press releases and feature stories.
- I also serve as a conference paper reviewer for three major conferences in my field: the annual conference of the Association for Education in Journalism and Mass Media (I review each year for their history division, their magazine division, and their Commission on the Status of Women); for the American Journalism Historians Association Annual Conference, and for the Symposium on the Nineteenth Century Press, the Civil War and Free Expression that is held annually at the University of Tennessee at Chattanooga.
- I am on the editorial board of the two leading journals in my field and I review papers annually for these journals: Journalism History and American Journalism.
- I also served as a paper reviewer (in 2015) for the Journal of Visual Communication.
- I have served as a manuscript reviewer for five books (one since tenure).
- I served as a book reviewer in 2012 for the Journal of Southern History.