

PROMOTION RECOMMENDATION  
The University of Michigan-Flint  
College of Arts and Sciences  
Department of Communication Studies

Danielle M. De La Mare, assistant professor of communication studies, Department of Communication Studies, College of Arts and Sciences, is recommended for promotion to associate professor of communication studies, with tenure, Department of Communication Studies, College of Arts and Sciences.

Academic Degrees:

Ph.D.	2010	University of Utah, Salt Lake City
M.A.	2002	University of Montana, Missoula
B.A.	2000	University of Montana, Missoula

Professional Record:

2011 – Present	Assistant Professor of Communication Studies, University of Michigan-Flint, Michigan
2007 – 2011	Affiliate Instructor, Metropolitan State University, Denver, Colorado
2010 – 2011	Adjunct Instructor, Regis University, Denver, Colorado
2003 – 2007	Academic Advisor/Instructor, Salt Lake City Community College, Utah
2002 – 2004	Adjunct Instructor, Salt Lake City Community College, Utah
2001 – 2002	Graduate Teaching Assistant, University of Montana, Missoula

Summary of Evaluation:

Teaching – As a communication studies teacher-scholar who embraces a critical communication pedagogy that empowers students to communicate freely, it is natural that Professor De La Mare’s approach to teaching is one of engagement and dialogue. As such, Professor De La Mare is committed to creating an environment that empowers her students’ own learning through participation as she calmly guides students into productive discussions that ultimately generate the clarity and insights intended. Finally, through her own realization that mindfulness is a critical component to social justice – that in her own words, “when people are given space and time to cultivate conscious living, they learn more deeply and thus make more sound, purposeful, and just decisions” – Professor De La Mare has now incorporated mindfulness into her pedagogy. This practice has helped her more clearly grasp the dynamics and direction of her class dialogues, enabling her to productively respond to student comments and questions. This has facilitated deeper learning while upholding her commitment to a discussion-based pedagogy. During her tenure at the University of Michigan-Flint, Professor De La Mare has applied her critical communication pedagogy to 10 different courses, three of which – a First Year Experience course, “Communication, Culture, and Place” and “Community, Family, Self” – were newly developed. Professor De La Mare also significantly modified two existing courses to be service learning experiences – “Introduction to Public Speaking” and “Teaching Speech in Middle and Secondary Schools.” What is the most remarkable feature of her quality teaching is her ability to integrate her pedagogical commitments with her research and her research agenda with her teaching. Given the countless number of pedagogical grants, conferences, and workshops Professor De La Mare has received and attended, as well as several teaching circles in which she has participated or facilitated, her skill and the effectiveness in her teaching are well developed and intentional.

Research – Professor De La Mare is a communication studies teacher-scholar who specializes in critical communication pedagogy – a cultural and humanistic perspective on education research that seeks to both understand how issues of social justice and equity play out in the classroom, and to develop and articulate techniques that empower students to communicate freely. Such an approach requires practitioners to meaningfully engage with the communities in which they conduct their research. For example, in her 2013 article “Dialogue Across Lines of Difference: Acknowledging and Engaging Diverse Identities in the Classroom,” Professor De La Mare demonstrates how critical scholarship can be pragmatic and applied as she creates the learning environment that enables diverse students to dialogue around issues of identity. The second facet of Professor De La Mare’s research agenda is to argue theoretically for, and document the value of, self-reflexivity as a key component to being an effective teacher-scholar. In her recent invited contribution to the first textbook on critical communication pedagogy, Teaching From the Heart, Learning to Make a Difference: Transforming the Introductory Communication Course Through Critical Communication Pedagogy (Cognella: 2016), Professor De La Mare implores her colleagues to practice deep self-reflexivity so that they may meaningfully engage students around issues of critical inquiry and social justice. As such, Professor De La Mare’s research is interdisciplinary and ultimately rooted in engagement and self-reflective practice – both of which are also inextricably tied to her teaching.

#### Recent and Significant Scholarly Activity:

##### *Peer-Reviewed Journal Articles*

- De La Mare, D. M. (2014). “Using Critical Communication Pedagogy to Teach Public Speaking.” *Communication Teacher*, 28(3), 196-202.
- De La Mare, D. M. (2014). “Communicating for Diversity: Using Teacher Discussion Groups to Integrate Multicultural Education.” *The Social Studies*, 105, 138-144.
- Rosaen, S. F., Hayes, R. A., Paroske, M. A. and De La Mare, D. M. (2013). “A Dialogic Approach to Implementing General Education Assessment at the Department Level.” *Journal of Assessment and Institutional Effectiveness*, 3(1), 33-53.
- De La Mare, D. M. (2013). “Dialogue Across Lines of Difference: Acknowledging and Engaging Diverse Identities in the Classroom.” *Communication Teacher*, 27(2), 71-75.

##### *Conference Presentations*

- De La Mare, D. M. (2015). “Enriching PBE with Mindfulness Education.” Our Cities, Our Classrooms: Regional Place-Based Education Conference, August 22.
- De La Mare, D. M. (2013). “Confronting the ‘White Teacher Problem:’ Using Critical Communication Pedagogy to Build Connections.” Lilly Conference on College and University Teaching, November 2013.
- De La Mare, D. M. (2012). “Translating Course Content into Information Useful to Community Members.” Lilly Conference on College and University Teaching, September.

Service – Since the fall of 2011, Professor De La Mare has amassed an impressive record of service to her department, college, university, and community. Within her department, Professor De La Mare has, since 2013, served as the faculty advisor for the Student Communication Association and has led the effort revise the department’s advising protocol to include more frequent meetings and developmental advising. Within the college, Professor De La Mare was one of a core group of secondary education advisors in the college that worked tirelessly to secure NCATE accreditation in 2013 and more recently, completely revised the secondary education programs to be place-based, thereby integrating field experiences throughout the student’s experience. In addition, Professor De La Mare has also been a visible member at the university level through her contribution as a search committee

member for the vice chancellor for student success, the Student Success Council, and her participation in the Promise Scholar, Boyer Scholar, and the Faculty Mentor programs. Professor De La Mare has also shared her expertise within her university community by facilitating 16 workshops on topics ranging from mindfulness for elementary internship students to overcoming performance anxiety for music students. Professor De La Mare has been able to provide valuable contributions to the greater Flint community through her service-learning courses and their work with Beecher Ninth Grade Academy, The Whaley Historic House, The Boys and Girls Club, and Flint Catholic Charities. Finally, as a recognized expert in critical communication pedagogy, Professor De La Mare is providing service to her professional community by being appointed to the Editorial Review Board of *Communication Teacher*, and serving as a peer reviewer for *Communication Education*, *Communication Teacher*, and the *Journal of American Indian Education*. While this list of service activities is exhaustive, the integrative themes within her research and teaching of dialogue, engagement, self-reflective practice, and social justice are clearly evident in her service.

#### External Reviewers:

Reviewer (A): “Dr. De La Mare is to be commended for reaching out to a variety of professional organizations to showcase her work: not every communication scholar finds or creates the opportunities to present at the Lilly Conference on College and University Teaching, the American Educational Studies Association, and the conference on the Endangered Languages and Cultures of Native America. This is a singularly positive way to highlight critical communication pedagogy and the contributions of the communication discipline in a variety of organizations and disciplines.”

Reviewer (B): “...I am impressed by the coherence, the connective tissue that unites the work that is in print... I always respect someone who has an identifiable niche, who pursues that consistently and integratively across her scholarship, teaching and service... Dr. De La Mare’s work is highly regarded and increasingly cited... ...what she has authored has shaped both research and teaching practice in our discipline.”

Reviewer (C): “Too often, critical pedagogy scholarship stays at the conceptual or theoretical level, but Dr. De La Mare’s research puts meat on critical pedagogy’s bones by explicating how, in practice, those goals can be achieved; her research, thus, constitutes applied critical pedagogy scholarship.”

Reviewer (D): “A careful read of each of her publications reveals a scholar who has impressive critical thinking and writing skills. She does an impressive job of addressing the difficult topic and issue of race and cultural diversity, while imploring teacher-scholars and other members of universities and colleges to become actively engaged in discussions of this topic, which she nicely articulates should translate into social justice in various forms.”

Reviewer (E): “Dr. de la [sic] Mare is unique in that her area of expertise is not only postsecondary communication education but K-12 secondary education as well. This is an unusual combination that widens the breadth of the knowledge base undergirding her teaching and, consequently, is a definitely strength and an asset to both the fields of Communication and Education at your institution.”

Reviewer (F): “The cohesiveness of Dr. De La Mare’s research agenda also contributes to the quality of her scholarship. She has consistently focused on dialogue, critical thinking, and social justice and their role in teaching, learning, and scholarly inquiry... Research on CCP [Critical Communication Pedagogy] is relatively new (established within the last 15 years) but the scholars working in this areas

are very active and Dr. De La Mare has definitely established herself as a key figure in this area, and she has shaped and will shape the future development of this sub-disciplinary area of research.”

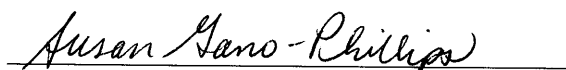
Reviewer (G): “I find Dr. De La Mare’s works to be thoughtful, insightful, and of high quality... Dr. De La Mare’s work has scholarly impact in several ways. First, she has published in a variety of journals in the discipline of communication and also journals outside of it... Second, as a fellow critical (communication) pedagogy scholar, I appreciate and value her ability to demonstrate how critical scholarship can be pragmatic and applied.”

Reviewer (H): “Initially, what stands out to me when I look over Dr. De La Mare’s CV is her clear research agenda; she seems to understand the contributions she wants to make to the academy.”

Summary of Recommendation:

Professor De La Mare is a communication studies teacher-scholar who specializes in critical communication pedagogy – a cultural and humanistic perspective on education research that seeks to both understand how issues of social justice and equity play out in the classroom, and to develop and articulate techniques that empower students to communicate freely. As such, Professor De La Mare’s research is interdisciplinary and ultimately rooted in engagement and self-reflective practice – both of which are also inextricably tied to her pedagogy. In terms of teaching, Professor De La Mare is committed to creating an environment that empowers her students’ own learning through participation discussion that ultimately generates the clarity and insights intended. Finally, Professor De La Mare is a tireless contributor to her department, college, university, community, and profession. In sum, Professor De La Mare has demonstrated the requisite excellence in teaching, scholarly achievement, and service worthy of promotion to associate professor with tenure. With enthusiasm and great pride, I recommend that Danielle M. De La Mare be promoted to associate professor of communication studies, Department of Communication Studies, College of Arts and Sciences.

Recommended by:

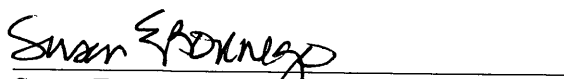


Susan Gano-Phillips, Dean  
College of Arts and Sciences

Recommendation endorsed by:



Douglas G. Knerr, Provost and  
Vice Chancellor for Academic Affairs



Susan E. Borrego, Chancellor  
University of Michigan-Flint

May 2017