

December 1, 2016

MUIH Presidential Search Advisory Committee
Maryland University of Integrative Health

Dear Search Committee Members,

The faculty of the Maryland University of Integrative Health understand how powerful and beneficial it is when one's vocation and avocation intersect. The alignment of one's profession and calling is a gift not only to the individual but, more importantly, to those the individual serves. I am intrigued by the opportunity to serve as President of MUIH because it has the potential to fully align my vocation with my avocation and thus allow me to serve the University, as expressed in the leadership profile, at the highest level.

I am the first person in my family ever to attend college. I understand clearly the transformative power of higher education for individuals, their families, and communities. I am an accomplished teacher/scholar who knows the business of higher education and excels at leading institutions of higher learning. I am also passionate about promoting well-being and am fully committed to the benefits of integrated approaches to health and wellness.

My interest in the position is a natural progression in my personal and professional development. The first chapters of my career are distinguished by over twenty years as a faculty member at outstanding colleges and universities in southern California. This environment also allowed me to further appreciate and explore the relationship between nutrition, fitness, spirituality, Western and alternative healing methods, and wellness. I first began chiropractic care, dabbled in herbal and other traditional remedies, studied the Daoist philosophers, and coached debate teams and athletes who strove for higher levels of performance and fitness. I followed this with nearly ten years in administrative positions of increasing responsibility at three institutions that were struggling to adapt to significant changes in higher education at a time when they were financially stressed. While living in Hawaii for eight years I expanded my forays into herbal medicine and worked with an acupuncturist. In Missouri, I began working with a naturopath and deepened my meditation practice. In addition to my previous understanding of wellness, my administrative responsibilities also motivated me to seek ways of managing stress.

At Drury University, as vice president for academic affairs, I had the opportunity to fill the duties of president when our leader convalesced from a major medical procedure. I was later promoted to executive vice president and provost, with vast responsibilities during an extremely challenging time in the university's history. When we recently searched for a new president I decided not to be a candidate for the position. The new president arrived on July 1 and has chosen to bring in his own executive team. Thus, I am currently on sabbatical, looking to bring my experience and talent to another university for the remainder of my career.

This letter highlights my work in enrollment management, budget and resource management, strategic planning, and fund raising and community engagement, followed by a summary of my leadership style. I believe this information will illustrate my potential fit at MUIH and perhaps serve as a basis for further conversation. I would be pleased to share my story more fully at another time and a number of Drury trustees are available to offer their insights on my situation, experience, and capabilities.

My teams have had consistent success in recruiting and retaining new students. As a faculty member at Loyola Marymount University, I helped increase the number of majors from 80 to 350 (at a school with 3,000 students). As a dean at Hawaii Pacific University, I managed an enrollment increase of over 21% in two years. During that time, overall university enrollments, excluding my college, were down almost 4.2%. At Drury, I oversaw enrollment management and helped lead the reversal of multi-year declines in the day, evening, and graduate schools. For fall 2016, we enrolled our largest day school class in five years, an increase of 38% percent over last year's incoming class, and increased housing utilization from 80% to 99%. We set an enrollment record for the spring semester "A" and "B" blocks in the evening school and exceeded last spring's graduate enrollments--both after three straight years of declines of approximately 15% per year.

As a budget manager, my goals are to be strategic and efficient in order to ensure that sustained funding is available for what is most valued. I have consistently been able to decrease spending while providing funds for priorities that might otherwise not have been funded. At Drury, we reduced the academic affairs division budget by over \$2 million in two years, yet we redirected other funds that allowed us to complete a "one-stop" shop for student services, create an animation lab, facilities and a lab for math and computer science, a distinct performing arts center, and consolidated previously disparate liberal arts departments into a building with refurbished classrooms and offices. I also created a Teaching and Learning Center, Office of Institutional Research and Effectiveness, and provided new faculty grants and community building events. We worked with faculty to create a more robust and esteemed honors program, re-establish an intercollegiate debate program, and implement six exciting new academic programs. Strategic reductions in expenses, coupled with an improved enrollment and retention outlook, allowed the university to make budget in the spring 2016 semester for the first time in years. The 2016-17 budget is not only balanced but also includes the first salary increase for faculty and staff in eight years.

I have extensive strategic planning experience and have worked with outside consultants, four different presidents, and board committees on strategic planning processes. I believe in the value of strategic planning and make sure that plans are utilized and updated. Essentially, my teams are in a continuous planning mode, trying to anticipate opportunities and challenges as they advance their plans. Most recently, we were working on a market position platform for Drury that defines the key elements of a Drury education and aligns them with budget planning and a major fund raising campaign. While I have been involved in several different planning processes, I strongly prefer those that are transparent, inclusive, and collaborative and follow those principles in the planning efforts I lead.

Development and community engagement are perhaps more critical than ever in higher education. I have been involved in planning two major capital campaigns and have always worked well with development and alumni relations. In 2012, I attended the Council for Advancement and Support of Education (CASE) workshop for deans and academic leaders. While the president would usually make the “ask,” I regularly participated in events and activities, and appeared on television and radio and in print media, to promote the university. I have made direct funding requests which resulted in a \$375,000 single donation to support digital media programs and smaller gifts for student scholarships. Working with faculty and development officers, I also assisted in securing over \$6 million in external grants.

I helped establish a number of strategic community partnerships, most recently an agreement with a major medical center that allows us to offer a joint nursing degree at no additional cost to the university, and a cutting edge, curated internet data site that will generate revenue while giving us a competitive advantage in student recruitment. I have fostered partnerships with a major art museum, arts incubator, and fitness center to increase student access to facilities and services.

There is no question that the landscape of higher education has shifted dramatically, challenging traditional ideas and practices. My experience at three universities in this challenging environment has been invaluable in developing my leadership style. While many of the problems in higher education have similar roots, the solutions are not the same from campus to campus. One must have the experience and artistry to know how to lead change that heads off crises without rushing into new ones.

My success in this demanding environment is the result of several factors; the first is an uncommon combination of vision and execution. I am creative and have the vision to see opportunities where others see roadblocks. My ideas have found their way into almost every aspect of university life, from tactical considerations, such as how to address a particular student concern, to broad strategic issues, such as the design of a multi-campus university.

While vision is extremely valuable, I recognize that it is not sufficient. My vision is focused by a strong sense of who we are and what we want to accomplish. It is informed by the ideas, abilities, and aspirations of others. I have developed methods to successfully enact a collective vision through strategic planning, communication, execution, and assessment. When institutional vision, identity, and enactment work in harmony, they create an alignment of budgets, programs, and personnel. Achieving this alignment has allowed my team to consistently enhance institutional effectiveness and promote student success. It also engendered a collegial atmosphere because there is a sense of purpose for faculty and staff and clear basis for decision-making.

A second reason for my efficacy is that I rely on relationship-based leadership. Great ideas and plans must be executed by people. Leadership based on relationships cultivates an environment that encourages proactivity, innovation, and collaboration. It promotes the use of everyone’s talents and better ensures successful implementation. In order to move forward

and balance conflicting interests, I spend the necessary time developing and nurturing the organizational culture, key coalitions, and interpersonal relationships. The relationships I have developed allowed us to recruit outstanding faculty, maintain high morale, design and implement innovative programs, significantly revise existing programs, increase emphasis on program review, and focus activities on student learning—all while increasing enrollments and revenue.

My commitment to relationships extends outside of the university. Strategic partnerships and an extended community are especially important in integrated health to bring together needed resources and practitioners, support graduates in their business ventures, and provide a supportive climate for practitioners and their clients. I have promoted community relationships that bring opportunities to students, resources to the institution, positive regard for the university and its mission, and enhancements to our partners and the people they serve.

Closely aligned with relationship-based leadership, and contributing to my overall efficacy, is my expertise in communication. I am an extremely good listener and an articulate and passionate speaker who can deliver fitting responses in various situations. I honed my natural ability as a championship debater and debate coach. Adding to my understanding of traditional Western forms of advocacy, I have written extensively on more subtle approaches to communication gleaned from studies of Daoist philosophers. In addition, my recent research examines how to better communicate and motivate based on audience needs and characteristics. My background in communication also allows me to make strong contributions in development, marketing, branding, and other aspects of strategic and organizational communication.

As an academic leader I support and nurture a collegial campus that is committed to student success, continuous improvement, strategic planning, and timely innovation. I make it clear that I value collaboration, diversity, and creativity, and transform creative thought into innovative processes and practices. I believe in a team concept and help develop those around me and put them in positions to do their best work. I do all of this with an approach that balances a deep appreciation for what has come before me with a willingness to break away from the pack.

As Executive Vice President and Provost at Drury University I provided leadership for most of the campus and an overarching perspective that integrated activities in academic affairs, student affairs, enrollment management, and information technology and operations. I put in place a number of formal and informal work groups, energized existing and new modes of communication, clarified and focused attention on critical priorities and objectives, and promulgated the expectation that we would work together for the sake of our students. I was devoted to developing the leadership skills of those around me—from vice presidents to department chairs. We worked our way through the major sources of resistance to change in general, and developed the organizational culture to the point where many individuals, across the university and in our communities, are making strong contributions and positioning us for greater success in the future. All of this was accomplished without making a single outside hire.

Every leadership position, including six new deanships and a director of institutional research and effectiveness, was filled by an existing faculty member or administrator.

I am passionate about both the value of higher education and the need to promote health and wellness. My career experience demonstrates that I can manage the business of a university and support and bolster the academic mission. The life I live indicates that I can be a passionate advocate for the work that is being done at MUIH. I look forward to further conversations about the possibility of further integrating my vocation and avocation in support of the Maryland University of Integrative Health. Thank you for your consideration.

A handwritten signature in black ink that reads "Steven C. Combs". The signature is written in a cursive style with a prominent initial "S".

Steven C. Combs, Ph.D.

Provost

Drury University

Steven C. Combs



EDUCATION:

Ph.D., University of Southern California (1993), Communication Arts and Sciences. Emphasis on rhetoric and public address.

M.A., University of Kansas (1985), Communication Studies. Emphasis on rhetoric and public address.

B.A., University of Southern California (1981), dual major in Political Science and Communication Arts and Sciences.

ACADEMIC ADMINISTRATION:

Drury University (1/2015-present). Initially appointed Vice President for Academic Affairs. In November 2015 I was named Provost, a title I currently hold while I am on sabbatical leave for the fall 2016 semester.

Drury is an independent liberal arts institution located in Springfield, MO. The university is organized into three units. The “day school” is comprised primarily of over 1,300 fulltime, residential students. The College of Continuing and Professional Studies (CCPS) serves over 2,000 predominantly non-traditional students in Springfield and seven other regional campuses, and houses our online division. The College of Graduate Studies (CGS) has programs in business, communication, and education and serves over 250 students.

As Vice President for Academic Affairs (VPAA) I was responsible for all academic and faculty matters in all three units. Direct reports include three associate vice presidents (AVPs), six deans (architecture, business, education, graduate, liberal arts, and math and science), the university registrar, and the director of library services.

As Provost, I provided focused, holistic leadership over wide areas of the university in order to maximize the achievement of key strategic objectives. In addition to my responsibilities as VPAA, new direct reports included the Vice President for Enrollment Management, Vice President of Student Affairs, Vice President for Operations and Chief Information Officer, and the Director of Institutional Research and Effectiveness. I managed an annual budget of over \$30 million, was responsible for university affairs in the absence of the President, and had significant interactions with the Board of Trustees. Finally, I worked closely with the President’s direct reports--Development and Alumni Relations, Marketing and Communication, Budget and Finance, and Athletics. Key accomplishments include:

- Led the reversal of multi-year declines in enrollment. For fall 2016, we enrolled our largest incoming day school class in five years, an increase of 38% percent over last year's incoming class, and the largest year-over-year increase in Drury's history. The spring to fall retention rate was over 90%, resulting in an overall 4.1% increase in students. We also increased housing utilization from 80% to 99%. We set an enrollment record for the spring semester "A" and "B" blocks in CCPS and exceeded last spring's graduate enrollments--both after three straight years of declines of approximately 15% per year.
- Reduced expenses for academic affairs by over \$2 million (over 13%). Because of strategic reductions in expenses, coupled with an improved enrollment and retention outlook, the university made budget in the spring 2016 semester for the first time in years. The 2016-17 budget is not only balanced but also includes the first salary increase for faculty and staff in eight years.
- Although the Academic Affairs budget was reduced, we improved academic programming and services. We worked with faculty to create a more robust and esteemed honors program, re-establish an intercollegiate debate program, and implement new academic programs in cyber security, behavioral neuroscience, animation, computer science-gaming, actuarial science, and nursing. We revised a number of programs, including those in psychology, political science, communication, and elementary and secondary education. I established a Teaching and Learning Center, which assists full and part-time faculty in developing best practices for teaching.
- Secured a donation of \$375,000 as seed money to support a suite of digital media programs, facilities, and faculty lines that will significantly strengthen our reputation, broaden our course array, synergize the work of multiple academic units, and further unite liberal arts programs with career preparation. Helped secure numerous grants, including a \$100,000 Ferrell-Duncan pre-health sciences grant, \$150,000 grant to build a new black box theatre, \$1.3 million Northwest Project grant to assist families in overcoming the challenges that have kept them in poverty (lead agency), and a \$1.94 million Community Assistance Migrant Program grant.
- Completed a "one-stop" shop for student services and a space that consolidates our marketing and communication department in an area proximate to key decision-makers. Led the creation of an animation lab, a lab and facilities for math and computer science, a distinct performing arts center, and consolidated previously disparate liberal arts departments into a building with refurbished classrooms and offices.
- Implemented a data driven decision making process that starts in the Office of Academic Affairs and is emulated by deans, chairs, and directors throughout the university. Created an office of Institutional Research and Effectiveness and contracted with the

Educational Advisory Board. I led the implementation of Salesforce for student recruitment in CCPS and the graduate school.

- Established a number of strategic partnerships, most notably an agreement with a major medical center that allows us to offer a joint nursing degree at no additional cost to the university, and a cutting edge, curated internet data site that will generate revenue while giving us a competitive advantage in student recruitment. Our debate program is creating a digital debating program that will offer schools a low cost way to compete with schools around the world which we hope to partner with a major news organization.
- Created an academic structure of colleges and schools led by deans. The new structure adds support for recruiting, retention, and sponsored research and philanthropy, more meaningful and collaborative activity, high quality academic programs, and much needed program development and review. The change was approved by the faculty by a 4:1 margin and is revenue neutral.
- Developed leaders across campus who are helping us make sweeping changes that advance the university. I created a summer leadership academy for the deans and AVPs and have filled critical positions without hiring any additional personnel. I empower our new deans and guide them in developing and executing action plans with their faculty to develop new programs and markets, recruit and retain students, and improve instruction.
- Led conversations to prioritize academic programs, define the “Critical Mass” of The Drury Experience, and differentiate the university in the marketplace. Worked with the Board of Trustees to develop a “Long View” strategic plan. Created a process for annual action plans for all direct reports.

Edinboro University of Pennsylvania (7/2013-1/2015), Founding Dean, College of Arts, Humanities, & Social Sciences (CAHSS). Edinboro University (EU) is one of the 14 schools in the Pennsylvania State System of Higher Education (PASSHE) and had a student population of over 7,000 undergraduate and graduate students. I was responsible for an annual budget of nearly \$14 million and managed over 150 full- and part-time faculty. CAHSS provided the vast majority of the general education courses and directly served over 2,000 majors. Direct reports included an assistant to the dean, eight department chairs, director of campus media services (student newspaper, television station, and radio station), director of the university writing center, and the director of theater. Key accomplishments include:

- Upon arrival in August 2013, I learned that there was a projected deficit in the university’s \$94 million operating budget that eventually reached \$7.3 million. Over the course of the year, we reduced expenses by over \$1.5 million and implemented revenue generating initiatives that allowed the university to virtually eliminate the projected deficit by the end of the fiscal year.

- Began development of centers of excellence, reorganized the communication and media studies department, initiated a new model for delivering art courses to more students at a lower overall cost while maintaining program quality, repositioned campus media services within an academic department to improve services, revenue, and opportunities for students, created a mock trial team and debate team, and revitalized the theater program. I brought together faculty from across departments to develop more impactful and robust academic programs and activities. Created regular college-wide convocations, improved communication processes and procedures, and implemented faculty recognition activities.
- Worked with the faculty to revise programs in communication studies, graphic design, history, journalism and public relation, music, and sociology. Added a sub-baccalaureate certificate in customer relations management.
- Developed and implemented a strategic college planning process to create immediate fiscal stability and long term sustainability of key programs. The goals were to reduce expenses while improving retention through engagement, increasing enrollment by better positioning our programs in the market, increasing recruiting without university marketing, and developing our fund raising potential.

Hawaii Pacific University (2007-13). I was initially appointed as Dean of the College of Communication. After two years in that role I became the Founding Dean of the College of Humanities & Social Sciences (CHSS).

Hawaii Pacific University (HPU) is the largest private university in the central Pacific and had a student population of over 7,000 undergraduate and graduate students. HPU is one of the most culturally diverse universities in America with students from all 50 U.S. states and more than 100 countries.

Managed the ongoing business of the College, including academic programs, faculty, strategic planning, budgeting, personnel management, and extra-curricular activities. Worked with all major branches of the University including enrollment management, academic and student affairs, information services, public relations, business, and development. As CHSS dean I was responsible for an annual budget of over \$14 million and managed over 300 full- and part-time faculty. CHSS provided the vast majority of the general education courses, directly served over 1,600 majors, and provided nearly half of all university courses. Direct reports included an assistant and associate dean, seven department chairs, two school directors (education and social work), publisher of the university newspaper, and the director of performing arts.

- Managed an enrollment increase of CHSS majors of over 21% from fall 2009 to fall 2011. The overall university enrollments, excluding CHSS, were down almost 4.2%. Under my leadership, the College of Humanities & Social Sciences (CHSS) went from third largest to the largest college at HPU.

- As founding dean of a college created by the consolidation of the former colleges of Liberal Arts, Communication, and International Studies, I led the faculty in designing the organizational structure and leadership of the new college. The plan that came out of that process was fully endorsed by the faculty and implemented by the university.
- The reorganization led to the creation of academic departments. We developed a cadre of departmental leaders, initiated new policies and procedures, and optimally deployed administrative support staff. Worked continuously with chairs and directors to develop their leadership and management abilities and improve administrative practices.
- Led ongoing efforts to revise the curriculum in order to emphasize program relevance and distinctiveness and alignment with the college strategic focus. Worked with the faculty to add a B.A. and M.A. in Elementary Education, M.A. in Clinical Psychology, and graduate certificates in “National Security and Strategic Studies” and “Mediation and Conflict.” We revised nine existing majors and were working on revisions for five more. We eliminated four majors and were in the process of creating eight new majors. Facilitated international programming and projects, including summer and winter study abroad.
- Managed the successful accreditation effort for our Masters in Social Work and helped obtain approval from WASC (our regional accreditor) for a new Masters in Clinical Mental Health Counseling and Bachelors and Masters degrees in Elementary Education. Prepared for NCATE accreditation for the education programs and a visit from WASC in 2014.
- Worked with the Center for the Advancement of Innovative Teaching to support faculty development in distance learning and the use of technology. Initiated a College Scholars program to support faculty research. Assisted the faculty in securing over \$2.7 million in external grants, nearly 70% of the university’s externally funded projects.
- Member of the university’s Executive Strategic Planning Group. Led the Task Force on Community Engagement, member of the Task Force on Marketing and Branding, and played a key role in developing our first-ever university strategic plan. At the college level, implemented a strategic planning process that was moving the college into a continuous planning mode.
- Managed the creation and development of the HPU Sea Warrior Debate Society, which hosted several intercollegiate tournaments, participated in competitive international and national events, judged and supported local debate activities at high schools and colleges, and held public debates in the community.

- Assisted in the development of a quality control program for online faculty courses. Created and implemented a pilot program for hybrid courses. Managed the development of numerous courses and an online degree.
- Achieved a 27% increase in undergraduate applications to the College of Communication for fall 2008 compared to fall 2007.

Hawaii Pacific University (2006-07), Chair, Communication Program, College of Communication. Duties included course scheduling, management of full- and part-time faculty, curriculum development, and program development and management. Revised the BA COM program, began development of additional distance learning courses, and worked as a consultant in the start-up of a university debate team.

Loyola Marymount University (1999-00), Founding Chair, Communication Studies Department,. Managed the formation of a new department. Duties included conducting faculty searches, hiring administrative support personnel, recruiting and hiring part-time faculty, advising transfer students, overseeing class scheduling, budgeting, and all other day-to-day activities of the department.

ACADEMIC APPOINTMENTS:

A. Traditional Appointments

Drury University, Professor, Communication (1/2015--present).

Edinboro University, Professor, Communication (7/2013-12/2014).

Hawaii Pacific University, Professor, Communication (1/2006-6/2013). Taught existing graduate courses: qualitative research methods, graduate projects, and professional writing. Designed and taught new graduate courses: communication and legal practice, persuasion and negotiation, the Dao of rhetoric, and contemporary rhetorical theory. Taught existing undergraduate courses: persuasion, public speaking, and communication theory. Designed and taught new undergraduate course: legal communication. Designed an online degree program as well as three graduate and three undergraduate courses.

Loyola Marymount University, Communication Studies (1993-2005). Appointed as Assistant Professor 1993, promoted to Associate Professor effective fall 2000, promoted to Professor effective fall 2005. Taught existing courses: introduction to communication studies, communication theory, public speaking, rhetorical theory, persuasion, and communication practicum. Designed and taught new courses: communication and critical thinking, legal communication, the rhetoric of revolution and transcendence, principles of negotiation, communication ethics, rhetorical criticism, the Dao of rhetoric, the way of harmony, and senior thesis.

Claremont McKenna College, Instructor, Government (1985-1993). Designed and implemented a speech communication curriculum. Designed and taught courses in communication and legal practice, persuasion and advocacy, argumentation and critical thinking, public speaking, organizational communication and leadership, and debate.

Occidental College, Instructor, Theater Arts and Rhetoric (1983-85). Courses included public speaking, persuasion, argumentation, rhetorical theory and criticism, rhetoric and social conflict, negotiation, and a freshman writing seminar.

B. Limited Appointments

Tsuda College, Tokyo, Japan, Visiting Professor, Department of English (Fall 2005). Courses taught included the rhetoric of American culture (graduate), the art and science of persuasion, language and communication, and oral communication.

Queens College, Oxford University, Oxford Scholars Summer Program, England, Professor and Director (Summer 2005). Directed the program and taught British parliamentary debate.

University of Southern California, Assistant Lecturer, Communication Arts and Sciences (1984-85 & spring 1990). Courses included argumentation, communication ethics, and spoken communication.

University of Kansas, Graduate Teaching Assistant, Communication Studies (1981-83). Full teaching responsibilities in hybrid courses that included interpersonal and public communication.

PROFESSIONAL DEVELOPMENT

Conference Participant (2012), "Development for Deans and Academic Leaders," Council for Advancement and Support of Education (CASE).

Visiting Fellow (2011), Harris Manchester College Summer Research Institute, Oxford University, England.

Certified Trainer (2011), AchieveGlobal Leadership and Customer Service Training Programs, Deliver and Develop Levels.

Leadership Institute Fellow (2007-08), Association of Schools of Journalism and Mass Communication.

ACADEMIC AWARDS AND GRANTS:

Nominee (2005), Paul Boase Prize for Scholarship, School of Communication Studies, Ohio University.

Multiple Year Honoree, Who's Who Among America's Teachers (1998, 2000, 2004). Teachers are nominated by students who have been recognized for excellence in either "Who's Who Among American High School Students" or "The National Dean's List." Only 5% of the nation's teachers are honored each year and less than 2% have been honored more than once.

Outstanding Professor Award, Associated Students of Loyola Marymount University (2003 and 2004). This award is given each year to less than 10% of the faculty.

Outstanding Professor Award, Order of Omega, Loyola Marymount University Chapter, (1999, 2000, 2001, and 2003). This award is given each year to less than 10% of the faculty.

Loyola Marymount University Summer Research Grant (1998, 2001, and 2004).

Recipient (with Prof. Robin Wang, Philosophy), Marymount Institute Interdisciplinary Grant (2002-03), the Marymount Institute for Faith, Culture, and the Arts, Loyola Marymount University. This competitive grant was awarded to develop and teach a course addressing the theme of "reconciliation and renewal."

College Scholar of the Year (2002), College of Communication and Fine Arts, Loyola Marymount University.

International Directory of Distinguished Leadership (American Biographical Institute, 2000, 2001).

Loyola Marymount University Summer Research Expense Fund Grant (1995, 1997, 2003).

Irvine Foundation American Cultures Course Development Grant (1994). The grant was awarded to assist in the development of a course that examines cultural implications of revolutionary and transcendental rhetoric.

Loyola Marymount University New Faculty Summer University Research Award (1994).

RESEARCH ACTIVITIES:

A. Publications

Combs, S. C. (2011). Audience temperament adaptation theory: Applications to and implications for argumentation theory and practice. In R. C. Rowland & J. Howell (Eds.) Reasoned argument and social change (pp.70-77). Washington, D.C.: National Communication Association.

Combs, S. C. (2008). Shrek as a test of the universality of the hero's quest. In S. J. Drucker & G. Gumpert (Eds.) Heroes in a global world (pp. 393-414). New York: Hampton Press.

- Combs, S. C. (2005). The Dao of rhetoric. Albany, NY: State University of New York Press.
- Reviewed by J. J. Frye (2006), The Quarterly Journal of Speech, 92, 438-40.
- Combs, S. C. (2005). The Dao of argumentation. In C. A. Willard (Ed.), Critical problems in argumentation (pp. 109-116). Washington: National Communication Association.
- Combs, S. C. (2004). Challenging Greco-Roman argumentation trajectories: Argument norms and cultural traditions. Argumentation and Advocacy, 41, 55-57.
- Combs, S. C. (2004). The useless-/useful-ness of argumentation: The Dao of disputation. Argumentation and Advocacy, 41, 58-70.
- Combs, S. C. (2004). Battle rhyme as epideictic argument: The rhetoric of Eminem. In T. Suzuki, Y. Yano, & T. Kato (Eds.), Argumentation and social cognition (pp. 39-46). Tokyo: The Japan Debate Association.
- Combs, S. C. (2004). Tony Soprano and the Art of War: New Jersey meets the East. In R. V. Greene & P. Vernezze (Eds.), The Sopranos and philosophy: I kill therefore I am (pp. 17-27). Chicago: Open Court.
- Combs, S. C. & Paik, Y. (2004). A transcendent model for international and intercultural negotiation. In C. Gardner, J. Biberman, & A. Alkhafaji (Eds.), Global business perspectives (pp. 558-562). Saline, MI: International Academy of Business Disciplines & McNaughton & Gunn, Inc.
- Combs, S. C. & Causey, K. A. (2003). Communication markers of at-risk Southeast Asian refugee youth. In W. J. Starosta & G. Chen (Eds.), Ferment in the intercultural field: Axiology/value/praxis (pp. 131-152). Newbury Park, CA: Sage.
- Combs, S. C. (2002). The Dao of communication criticism: Insects, individuals, and mass society. Social Semiotics, 12, 183-199.
- Combs, S. C. (2002). The Dao of rhetoric: Revelations from The Tao of Steve. Intercultural Communication Studies, 11, 117-136.
- Combs, S. C. (2000). Sun-zi and the “Art of War”: The rhetoric of parsimony. The Quarterly Journal of Speech, 86, 276-294.
- Combs, S. C. (2000). Analysis of legal issues. Informal Logic, 20, 69-72.

- Combs, S. C. (2000). Explorations in Daoist rhetorical criticism: Deeper meanings in A Bug's Life and Antz. In T. Suzuki, Y. Yano, & T. Kato (Eds.), Proceedings of the 1st Tokyo conference on argumentation (pp. 24-31). Tokyo: The Japan Debate Association.
- Combs, S. C. (2000). St. Augustine and the communication of organizational culture. In M. K. McCullough (Ed.), The just one justices: The role of justice at the heart of Catholic higher education (pp. 41-58). Scranton, PA: University of Scranton Press.
- Combs, S. C. (2000). The rhetoric of Zhuang-zi: Classical foundations for contemporary rhetoric. The PACA E-Journal, 1, www.pacajournal.com.
- Combs, S. C. (2000). Trial advocacy: Communication, critical thinking, and the law (2nd ed.). Mozena Multimedia: www.ertext.net.
- Combs, S. C. (1999). Applying a psycho-social perspective to argument spheres: Implications for academic debate. The International Journal of Forensics, 1, 96-130.
- Reprinted: J. E. Rogers (Ed.) (2002). Transforming debate: The best of the International Journal of Forensics (pp. 27-50). New York: International Debate Education Association.
- Combs, S. C. (1999). Trial advocacy: Communication, critical thinking, and the law. Mozena Multimedia: www.ertext.net.
- Combs, S. C. (1995). The evocativeness standard for argument quality. In F. H. van Eemeren, R. Grootendorst, J. A. Blair, & C. A. Willard (eds.), Proceedings of the third international conference of the International Society for the Study of Argumentation (pp. 439-451). Amsterdam, Netherlands: International Centre for the Study of Argumentation.
- Combs, S. C. (1993). The parallel crises in democracy and debate. In R. E. McKerrow (Ed.) Argument and the postmodern challenge (pp. 43-49). Annandale, VA.: Speech Communication Association.
- Combs, S. C. (1992). How to create and sustain an intercollegiate parliamentary debate program. Parliamentary Debate: The Journal of the National Parliamentary Debate Association, 1, 61-80.

B. Scholarly Papers

- Gieseler, C. & Combs, S. C. (2014). Who am eye: Blepharoplasty and the levels of identity. Paper presented at the annual meeting of the National Communication Association, November 2014, Chicago, IL.

- Combs, S. C. & Gieseler, C. (2014). Double eyelid surgery, identity, and culture. Paper presented at the combined annual meeting of the Mid-Atlantic Region Association for Asian Studies and the New York Conference on Asian Studies, September 2014, New York, NY.
- Combs, S. C. (2011). Audience Temperament Adaptation Theory: Applications to and Implications for Argumentation Theory and Practice. Presented at the National Communication Association/American Forensic Association Conference on Argumentation, August, Alta, UT.
- Combs, S. C. (2007). Challenges in comparative rhetoric: Engaging classical Chinese discourse. Paper presented at the annual meeting of the National Communication Association, November, Chicago, IL.
- Combs, S. C. (2007). A sojourner's tales of teaching communication in Japan. Paper presented at the biennial meeting of the Pacific and Asian Communication Association, January, Honolulu, HI.
- Combs, S. C. (2004). Crossover artist or cultural pirate: "Style" as an enduring quality of rap artistry. Paper presented at the annual meeting of the National Communication Association. November, Chicago, IL.
- Combs, S. C. (2004). Battle rhyme as epideictic argument: The rhetoric of Eminem. Paper presented at the Tokyo Conference on Argumentation. August, Tokyo, Japan.
- Combs, S. C. & Paik, Y. (2004). Transcending culture: A model for international and intercultural negotiation. Paper presented at the annual meeting of the International Academy of Business Disciplines, March, San Antonio, TX.
- Combs, S. C. (2003). The Dao of argumentation. Paper presented at the biennial National Communication Association/American Forensic Association Conference on Argumentation, August, Alta, UT.
- Combs, S. C. (2002). Shrek as a test of the universality of the Hero's Quest. Paper presented at the annual meeting of the National Communication Association, November, New Orleans, LA.
- Combs, S. C. (2002). Critique East and West: Exploring the similarities and differences in Daoist and postmodern thought. Paper presented at the annual meeting of the National Communication Association, November, New Orleans, LA.
- Combs, S. C. & Paik, Y. (2002). Toward a meta-cultural model for international and intercultural negotiation. Paper presented at the biennial meeting of the Pacific and Asian Communication Association, July, Seoul, South Korea.

- Combs, S. C. (2001). Elements of rhetorical Daoism: Transcendent values in King's "I have a dream." Paper presented (in absentia) at the annual meeting of the National Communication Association, November, Atlanta, GA.
- Combs, S. C. (2001). The Dao of rhetoric: Revelations from The Tao of Steve. Paper presented at the International Conference on Cross Cultural Communication, July, Hong Kong, China.
- Combs, S. C. (2001). The triangular culture of Southeast Asian refugees in the United States: The nexus of communication and culture. Paper presented at the International Conference on Cross Cultural Communication, July, Hong Kong, China.
- Combs, S. C. (2000). The nexus of law and communication education: The mock trial as a pedagogic platform. Paper presented at the annual meeting of the National Communication Association, November, Seattle, WA.
- Combs, S. C. (2000). The "Way" of communication: Toward a genre of Daoist rhetoric. Paper presented at the annual meeting of the National Communication Association, November, Seattle, WA.
- Combs, S. C., & Causey, K. A. (2000). Acting out/Acting in: Cultural differences in communication behaviors of Southeast Asian refugee youth and Western youth. Paper presented at the meeting of the Pacific and Asian Communication Association, August, Honolulu, HI.
- Combs, S. C. (2000). Explorations in Daoist rhetorical criticism: Deeper meanings in A Bug's Life and Antz. Presented at the Tokyo Conference on Argumentation, August, Tokyo, Japan.
- Paik, Y., & Combs, S. C. (1999). Trust levels and conflict resolution: Toward an acultural model for negotiation. Paper presented at the annual meeting of the Academy of Management, August, Chicago, IL.
- Paik, Y., & Combs, S. C. (1999). Communication, conflict, and culture: Toward an acultural model for negotiation. Paper presented at the annual meeting of the Western States Communication Association, February, Vancouver, B.C.
- Combs, S. C. (1997). Sun-zi and the "Art of Wordfare." Paper presented at the East-West Conference on Communication, November, Hong Kong, China.
- Combs, S. C. (1997). The rhetoric of Zhuang-zi: Classical foundations for contemporary rhetoric. Paper presented at the meeting of the Pacific and Asian Communication Association, January, Honolulu, HI.

Combs, S. C. (1996). Designing strategies and curricula targeting Asian families. Paper presented at the Center for Substance Abuse Prevention's High Risk Youth Learning Community Workshop, March, Arlington, VA.

Combs, S. C. (1995). The evocativeness standard for argument quality. Paper presented at the Conference of the International Society for the Study of Argumentation, June, Amsterdam, Netherlands.

Combs, S. C. (1992). The parallel crises in democracy and debate. Paper presented at the biennial Speech Communication Association/American Forensic Association Conference on Argumentation, August, Alta, UT.

Combs, S. C. (1990). Rhetorical criticism of Supreme Court opinions: An examination of Beal v. Doe. Paper presented (in absentia) at the annual meeting of the National Communication Association, November, Chicago, IL.

Combs, S. C. & Dolin, P. (1985). An empirical investigation of lawyers' training in and perceptions of communication and legal practice. Paper presented at the annual meeting of the American Society of Trial Consultants, October, Milwaukee, WI.

C. Select Presentations

"After the Japanese Quake: Voices of Disaster Crisis Management of the 2011 Tohoku-Region Pacific Offshore Earthquake, Tsunami and Radiation Leak (2011). Panelist, the annual meeting of the National Communication Association, November, New Orleans, LA.

"Communication and social well-being in Korean Society" (2011). Panel respondent, Association for Asian Studies/International Convention of Asia Scholars Joint Conference, April, Honolulu, HI.

"Deaning with Type" (2010). Presenter, the conference on Psychological Type and Culture—East and West, January, Honolulu, HI.

"A roundtable conversation on the dynamics of reflexivity, stability, and change" (2009). Panel respondent, the annual meeting of the National Communication Association, November, Chicago, IL.

"Communicating the Incommunicable: The Dao of Rhetoric" (2009). Presenter, Lake Forest College, sponsored by the departments of Asian Studies, Communication, and Philosophy, November, Lake Forest, IL.

“A Comparative Study of Communicative Competence between Japan and Korea” (2007). Panel chair, the biennial meeting of the Pacific and Asian Communication Association, January, Honolulu, HI.

“Silencing the Court: Judicial Impartiality v. Free Speech, a Mock Supreme Court Argument” (2006). Panelist, the annual meeting of the American Bar Association August, Honolulu, HI.

“Bridging the Verbal-Visual Divide: New Methodologies for New Media” (2005). Presenter, the Japan Association of Current English Studies, December, Tokyo, JAPAN.

“The Blurred Boundaries between Politics and Entertainment: Implications for Democratic Governance” (2005). Presenter, the Institute for Research in Language and Culture, November, Tokyo, JAPAN.

“The Rhetorical Construction of the Hero: Boundaries, Functions, and Forms” (2003). Panel respondent, the annual meeting of the National Communication Association, November, Miami, FL.

“Dimensions of Communication and Media Studies” (2002). Panel chair, the biennial meeting of the Pacific and Asian Communication Association, July, Seoul, South Korea.

“Culture and Communication: An East Asian Perspective” (2001). Panel chair, the 8th International Conference on Cross Cultural Communication, July, Hong Kong, China.

“Identity, Language, and Intercultural Communication” (2001). Panel respondent, the 8th International Conference on Cross Cultural Communication, July, Hong Kong, China.

“The Art of Win/Win Negotiating” and “Persuasion in Negotiation” (1997). Presenter, Ssangyong Global Vanguard Program, Center for Asian Business, Loyola Marymount University, May, Los Angeles, CA.

E. Scholarly Reviews and Editing

Reviewer (2012), Rhetoric Society Quarterly.

Editorial Board (2007-10), The Journal of Communication Studies.

Editorial Board (2005-10), Controversia: An International Journal of Debate and Democratic Renewal.

Editorial Board (2003-08), Argumentation and Advocacy. Editor of a special issue devoted to non-Greco-Roman argumentation, 2004, vol. 41. This is the flagship scholarly journal of the American Forensic Association.

Reviewer (2005), The rhetorical act. Wadsworth/Thomson Learning.

Editorial Board, (2003-04), Dialogue among diversities, G. Chen & W. J. Starosta (2004) (Eds.). Washington, D.C.: National Communication Association.

Reviewer (2002), Perspectives of rhetoric. Wadsworth/Thomson Learning.

Reviewer (1994), Working through conflict: Strategies for relationships, groups, and organizations (2nd ed.), Harper Collins.

Editorial Advisory Board (1987), The speech communication workbook: Exercises and activities, Roxbury Publishing Company.

Reviewer (1986), Communication Monographs, National Communication Association.

D. Debate Handbooks

Between 1982 and 1992, I co-authored or edited eight debate handbooks. Complete information available upon request.

ACADEMIC PROGRAMS:

Coordinator and Moderator, Debate the Debate, Visiting Artists Program, College of Communication and Fine Arts, Loyola Marymount University, October 2004.

Participant, Freshmen Pilot Seminars, Office of the Associate Academic Vice-President, Loyola Marymount University, 2004-present.

Member, Planning Committee, Asian Film Festival, Asian Pacific Studies Association, Loyola Marymount University, March 2004.

University representative, Western Conversations in Jesuit Higher Education, Seattle University (2002).

Participant, Loyola Marymount University Pilot Workshop, "How to Teach a Diverse Classroom," Loyola Marymount University Center for Teaching Excellence (1999).

Group facilitator and participant, Regional Conference of the Association of Jesuit Colleges and Universities, "The Commitment to Justice in Jesuit Higher Education," Santa Clara University (1999).

Small group facilitator (1999), Participant (1998), President's Institute on the Catholic Character of Loyola Marymount University.

STUDENT ADVISING and MENTORING:

A. Academic Advising

Academic Advisor, Loyola Marymount University Communication Studies Department, (1993-05). Full range of advising responsibilities for approximately 60-70 students/year,

Faculty Advisor, Freshman Summer Orientation, Loyola Marymount University (2000).

Sponsor/Advisor, Communication and Business Students Association, Theme Housing Program, Rains Hall, Loyola Marymount University (1998).

B. Organization Advising

Faculty Advisor, Hawaii Pacific University Debate Club (2006-07).

Faculty Advisor, Loyola Marymount University Mock Trial Team (2003-04). Loyola Marymount University Pre-Law Society. In their first competition ever, the team competed at the American Mock Trial Association regional tournament (2004). The team received awards for outstanding attorney, outstanding witness (two), and outstanding new team.

Advisor, Communication Studies Students Association, Loyola Marymount University (1999).

C. Student Scholarship

Assisted in the preparation of scholarly papers written and presented by LMU undergraduates at the Annual Cal State Conference in Rhetorical Criticism, Hayward, CA. (1996-98): Jennifer D'Andrea, "Bob Marley: Jamaica's Permanent Scar" (1996); Vibenjohn Esguerra, "The Arguing Taoist, or the Possibility of Argumentation in a Non-Argumentative Rhetoric" (1996); Sarah Andreotti, "Identification: A Burkean Portrait of Eva Peron" (1997); Amanda Schwerdt, "Organizational Culture in Service Clubs" (1998); and Eric Cadena, "A Rhetorical Analysis of Non-Verbal Music" (1998).

Panel Critic, Annual Cal State Conference in Rhetorical Criticism. Hayward, CA. (1996-98).

D. Theses Supervised

Between 2006 and 2012, I served on fourteen thesis committees for masters of arts candidates. Complete information available upon request.

PROFESSIONAL ASSOCIATIONS:

National Communication Association (1980-present); Western States Communication Association (1984-2005); International Society for the Study of Argumentation (1993-2005); American Forensic Association (1980-2005). Member, Executive Finance Committee (2004-05);

Association for Chinese Communication Studies (1998-2005); Pacific and Asian Communication Association (1996-2005). 1st Vice President (2001-02). Newsletter Editor (2002). District 1 Committee, The National Debate Tournament (1985-89).

PROFESSIONAL SERVICE:

Hawaii Pacific University: University Graduate Curriculum and Programs Committee (2006-07), College of Communication Faculty Promotion and Review Committee (2006-07), College of Communication Online Committee (2006-07), College of Communication Curriculum Committee (2006-07).

Loyola Marymount University: Freshman Pilot Seminar (2004-05), College of Communication and Fine Arts Student Retention Task Force (2004-05), Faculty Advisory Committee, Center for Asian Business (2003-05), Student Affairs Committee (1997-05), NCAA Certification Self-Study Committee (2003-04), Budget/Salary Committee (2001-03), Core Curriculum Committee (2001-02), Economic Status of the Faculty Committee (1999-03, Chair 2000-03), Classroom Renovation Committee (1995-97), NCAA Academic Integrity Sub-Committee (1995-97), Valedictorian Selection Committee (1995-97), Academic Procedures Review Committee (1994-96). I also engaged in significant departmental service including Scheduling Committee (2004-05), Committee on Committees (2004-05), Curriculum Committee (2002-04), Library Representative (2000-03), Rhetoric Search Committee (1999-00, 2001-02, 2002-03), Organizational Search Committee (1999-00, 2000-01).

Claremont McKenna College: Administration Committee (1990-93), Faculty Senate (1989-92), Task Force on Speaking and Writing Skills (1987-88).

COMMUNITY SERVICE:

I regularly assist human service organizations with staff development, communication consulting, and fund-raising. These organizations have included United Cambodian Community, South Bay Children's Health Center, Project Kealaho, and Achievement Center. I served on the Media Arts Council and was vice-president of the School Community Council for Kalaheo High School in Kailua, Hawaii. I served as an ex-officio member of the StArtUp Incubator in Edinboro and worked with the Erie Innovation Collaborative

INTERCOLLEGIATE ATHLETICS:

Loyola Marymount University. Head Coach, Women's Softball Team (1993-94). I was responsible for all administrative and coaching duties entailed in an active NCAA Division 1 program.

Claremont/Mudd/Scripps University Athletics. Assistant Coach, NCAA Division III Softball Team (1990-91), Coach, Club Softball Team (1987-89).

DEBATE COACHING AND ADMINISTRATION:

Western Parliamentary Debate Association (1992-94). I was a founder and the first President (1992-93) of what later became the National Parliamentary Debate Association (NPDA). The NPDA became the largest debate organization in the United States, with over 1,000 teams competing in the 2003-04 season.

Claremont McKenna College, Director of Forensics (1985-93). Directed a program that emphasized NDT debate (1985-87). In December 1987 we were ranked sixth in the nation. Re-designed the program to emphasize CEDA and Parliamentary debate (1988). Reached the elimination rounds at CEDA Nationals in 1989, 1992 (two teams), and 1993. Created, administered, and hosted two annual high school forensic tournaments (1986-93) and an annual intercollegiate parliamentary debate tournament (1990-92). Organized and conducted an annual series of seminars on issues related to the high school debate propositions (1989-93). Sponsored and organized over twenty-five on-campus public debates.

Occidental College, Director of Forensics (1983-85). Re-instituted a program that emphasized CEDA debate and individual events. Within two years we were ranked among the top forty CEDA programs, ahead of over two hundred and forty colleges and universities.

University of Kansas, Assistant Debate Coach (1981-83). Program emphasized NDT debate. In 1982 two teams were ranked among the top sixteen teams in the country. In 1983 a team won the National Debate Tournament.

University of Southern California, Assistant Debate Coach (1980). Our CEDA squad placed fifth in the nation.

SUMMER INSTITUTE INSTRUCTION AND ADMINISTRATION:

I have worked at a number of high school summer forensic institutes, including Director, Claremont McKenna College (1986-88 & 1990-93) and Stanford University (1978-80); Director of Debate, Point Loma University (1990), Claremont High School (1989-90), Saratoga Debate Institute (1989), and Stanford University (1977-80); Director of Lincoln-Douglas Debate, Loyola Marymount University (1994); and Featured Lecturer at Stanford University (1991-92) and Sun Country Debate Institute (1989-91).

In addition, I was a lab instructor and lecturer at Weber State College (1987-88), University of Redlands (1981 & 1984), University of Kansas (1982-83), University of North Carolina (1982), University of California at Los Angeles (1977 & 1980), Baylor University (1976 & 1978), University of Arizona (1978), Georgetown University (1977), & University of Southern California (1974-77).

COLLEGE DEBATE ACTIVITIES:

Member of the Trojan Debate Squad, University of Southern California (1974-78). Received nineteen first place & seventeen second or third place team awards, including Second Place, National Debate Tournament (1977 & 1978). Numerous individual speaking awards. Holder of the national intercollegiate record for most career victories (440).

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