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EDUCATION

Ph.D., Communication Studies, University of Kansas, 1998
Dissertation Title: "Surrendering to Proper Authority: The Clash of Worldviews at Waco."
M.A., Communication Studies, Baylor University, 1987
B.A., Political Science / Communication, Baylor University, 1986

PROFESSIONAL DEVELOPMENT

Texas Speech Communication Association Convention 2006

Expeditionary Learning Workshop, Outward Bound, Boston, 2005

Texas Speech Communication Association Convention 2005

Texas Speech Communication Association Convention 2004

Online Course through the Online Teachers at Every College Initiative: "Advanced Internet Teaching Methods" December 2005, Instructor Mannie Hall

Online Course through the Online Teachers at Every College Initiative: "10 Ways to Keep Your Online Students" May 2004, Instructor Mickey Slimp

National Communication Association Convention, 2003

Online Course through the Online Teachers at Every College Initiative: "Putting your course on the Internet, Part II" May 2003

Texas Speech Communication Association Convention 2003

National Communication Association Convention, 2002

Texas Speech Communication Association Convention 2002

PROFESSIONAL PRESENTATIONS

Voss, Cary R.W. "The online speech class: A rhetorical oxymoron." Paper presented at the 78th annual convention of the Texas Speech Communication Association, Corpus Christi, 2003.

Voss, Cary R.W. "An Odyssey of Student Research." Panel Chairman and respondent for a program presented at the 76th annual convention of the Texas Speech Communication Association, El Paso, 2001.

Voss, Cary R.W. "2001 Odyssey Into Science Fiction." Panel Chairman and respondent for a program presented at the 76th annual convention of the Texas Speech Communication Association, El Paso, 2001.

Voss, Cary R.W. "Coaching Techniques for Public Speaking." Panel Chairman and presenter for a program presented at the 76th annual convention of the Texas Speech Communication Association, El Paso, 2001.

Voss, Cary R.W. "College Forensics Opportunities." Program participant at the 76th annual convention of the Texas Speech Communication Association, El Paso, 2001.

Voss, Cary R.W. "CX Topic Discussion." Panel Chairman and presenter for a program presented at the 76th annual convention of the Texas Speech Communication Association, El Paso, 2001.

Voss, Cary R.W. "An Introduction to Public Debate." Paper presented at the 75th annual convention of the Texas Speech Communication Association, Houston, 2000.

Voss, Cary R.W. "Protecting Privacy in Practice: An Overview of the 2000-2001 High School Debate Topic." Paper presented at the 75th annual convention of the Texas Speech Communication Association, Houston, 2000

Voss, Cary R.W. "College Forensics Opportunities." Program participant at the 75th annual convention of the Texas Speech Communication Association, Houston, 2000.

Voss, Cary R.W. "The Texas Forensics Teacher's Institute: A First Year Summary." Presentation given at the 75th annual convention of the Texas Speech Communication Association, Houston, 2000.

Voss, Cary R.W. "Forensics Roundtable: Current Issues." Presentation given at the 75th annual convention of the Texas Speech Communication Association, Houston, 2000.

Voss, Cary R.W. "An Introduction to Competitive Parliamentary Debate." Paper presented at the 74th annual convention of the Texas Speech Communication Association, Dallas, 1999.

Voss, Cary R.W. "College Forensics Opportunities." Lecture presented at the 74th annual convention of the Texas Speech Communication Association, Dallas, 1999.

Voss, Cary R.W. "What to Frances Wright was the Fourth of July? Epideictic Constraints and Reform Rhetoric." Paper presented at the 81st annual convention of the Speech Communication Association, San Antonio, 1995. (Top Paper Award in the Feminist and Women's Studies Division)

Voss, Cary R.W. "Rush Limbaugh: New Hitler or Harmless Little Fuzz Ball." Paper presented at the 81st annual convention of the Speech Communication Association, San Antonio, 1995.

Barge, K., Voss, C., Adams, C., Anderson, K., Taylor, E. "Communication competence and leadership emergence: A preliminary investigation." Paper presented at the annual meeting of the Central States Speech Communication Association, Chicago, 1988. (Top Ranked Paper in the Communication Theory Division)

PUBLICATIONS

Voss, Cary R.W., and Rowland, Robert C. "Pre-Inception Rhetoric in the Creation of a Social Movement: The Case of Frances Wright." Communication Studies 51.1 (2000): 1-14.

Voss, Cary R.W., and Apker, Julie. "The Student Voter." The 1992 Presidential Debates in Focus. Ed. Diana B. Carlin and Mitchell S. McKinney. Westport, Conn.: Praeger, 1994.

Rowland, Robert.C., and Voss, Cary R.W. "Structural Functional Analysis of the Assumptions Behind Presidential Debates." Argumentation and Critical Practices: Proceedings of the Fifth SCA/AFA Conference on Argumentation. Ed. J. Wenzel. Annandale, Virginia: Speech Communication Association Publishing, 1987.

PROFESSIONAL AFFILIATIONS

Texas Archeological Society

Texas Speech Communication Association

TEACHING EXPERIENCE

Associate Professor of Speech: Victoria College, 2002 - Present

Assistant Professor / Director of Forensics: Angelo State University, 1998 - 2002

Assistant Professor / Head Debate Coach: Liberty University, 1996 - 1998

Graduate Assistant / Debate Coach: University of Kansas, 1992 - 1996

Instructor / Assistant Director of Debate: Baylor University, 1987 - 1988, 1989 - 1992

Instructor / Director of Debate: Baylor University, 1988 - 1989

COMMUNITY ACTIVITIES

Boy Scouts of America, Primitive Technology demonstrations, Fly Fishing merit badge instruction, Friction Fire merit badge instruction

Goliad State Park, Tracks and Trails Weekend, primitive technology demonstrations, 2005 – Present

Museum of the Coastal Bend, Primitive Technology Demonstrations, 2002 – Present

Our Saviors Lutheran Church, member and lay minister, 2007 - Present

Texas Archeological Society "Lithics Academy" flintknapping instructor and demonstrator, 2005 – Present

TEACHING PHILOSOPHY

I am committed to the teaching and development of students within a Liberal Arts curriculum. I believe that a Liberal Arts education should include exposure to multiple world-views and the development of critical thinking and research skills. Such an education enables students to recognize divergent perspectives and empowers them to make wise decisions. As an educator, I view my role as facilitating and encouraging learning. I do not believe it is possible simply to deliver information to people and expect true learning to occur. Students grasp and retain subject material when they have a personal desire and motivation to learn, and the ability to put learned skills into practice. My role as an educator is to create a challenging and attractive learning environment where students think differently, more richly, more analytically, more creatively, and with greater insight into the processes that shape our world. I believe the most important benefit an individual gains from a liberal arts education is the basic knowledge and motivation to live a life of continual learning. My instruction is dedicated toward achieving that overall goal.

As a Communication Studies educator, I believe I have the responsibility to encourage critical thinking and ethical communication. Communication is power, and should therefore be subject to ethical principles. As members of a democracy, we have a responsibility to critically evaluate all communication and to make informed and rational decisions. We also have a responsibility to clearly and articulately advocate positions we believe to be in the best interest of the community, both locally and nationally. By training effective advocates, the Communication Studies discipline is strategically located within the liberal arts curriculum to help meet that challenge.

I believe that teaching and education are cooperative processes in which students and educators exist in a symbiotic relationship. Ideally, both rely upon, influence, challenge, and enlighten the other, and both benefit from the interaction. Throughout my teaching career, I have continually responded to feedback from students and colleagues to improve my courses and methods of instruction. I also believe that different individuals learn in different ways. I am committed to the use and development of conventional, interactive, and computer based courses and exercises to help equip and educate students. My teaching background and interests are varied, and I am very open to exploring new topics and teaching in new areas.