T. Kody Frey, PhD

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EDUCATION

Ph.D., University of Kentucky, Communication (August 2019)

Primary Area: Instructional Communication / Secondary Area: Research Methods
Advisor: Dr. Derek Lane

Graduate Certificate in Instructional Communication, University of Kentucky (May 2017)

College of Communication and Information

M.A., Illinois State University, Communication (May 2015)

Primary Area: Instructional Communication / Secondary Area: Communication Education
Advisor: Dr. Stephen K. Hunt

B.A., Clemson University, Communication Studies (May 2013)

Primary Area: Communication Technology / Minor: Management
Advisor: Dr. Joe Mazer

Undergraduate Certificate in Academic Leadership, Clemson University (May 2012)

College of Health, Education, and Human Development

ACADEMIC EMPLOYMENT / APPOINTMENTS

Associate Professor, College of Communication and Information, School of Information Science, University of Kentucky	2025-Present
Gifford Blyton Professorship in Oral Communication and Forensics, College of Communication and Information, University of Kentucky	2025-Present
CI Research Program Coordinator, College of Communication and Information, University of Kentucky	2023-Present
*Assistant Professor	Associate Graduate Faculty*, College of Communication and Information, School of Information Science, University of Kentucky	2020-2025
Faculty Lecturer, Division of Instructional Communication and Research, School of Information Science, University of Kentucky	2017-2020
Graduate Teaching Assistant, Division of Instructional Communication and Research, School of Information Science, University of Kentucky	2015-2017
General Education Assistant, School of Communication, Illinois State University	2014-2015
Graduate Teaching Assistant, School of Communication, Illinois State University	2013-2015

HONORS AND AWARDS

Pearson and Nelson Outstanding New Teacher Award Nominee, Central States Communication Association (was not selected) — 2023

Outstanding New Graduate Alumni Award, School of Communication, Illinois State University — 2023

Alternative Textbook Grant, Open Educational Resources Grant Program, University of Kentucky Libraries — 2022

Teacher Who Made a Difference, College of Education, University of Kentucky — 2020

Faculty Teaching Excellence Award, College of Communication and Information, University of Kentucky — 2018

States Advisory Council Outstanding Manuscript Award, Central States Communication Association — 2017

Ora Bretall Scholarship, Graduate School, Illinois State University — 2016

CASE District III Marketing Award, Council for Advancement and Support of Education — 2013

David Malcolm Geddes/Mark Roderick Memorial Award, Department of Communication, Clemson University — 2013

Clemson Rising Star Award, Office of New Student Life, Clemson University — 2011

SCHOLARLY PRODUCTIVITY

PEER-REVIEWED PUBLICATIONS

Frey, T. K. (2024). Using children's books and public libraries to prepare STEM students to communication technical knowledge. *Communication Teacher*, *38*(3), 253-259. https://doi.org/10.1080/17404622.2024.2325471

Frey, T. K. & Tatum, N. T. (2024). Applying the pressure: Exploring how instructor strictness impacts students' individual classroom experiences. *College Teaching*. Advance online publication. https://doi.org/10.1080/87567555.2024.2327070

Frey, T. K. & Bloch, B. S. (2023). Using Microsoft Teams to facilitate asynchronous online focus groups. *International Journal of Qualitative Methods*, 22, 1-15. https://doi.org/10.1177/16094069231211251

Frey, T. K. (2023). A brief validity report for the instructor strictness scales: Relationships with instructor communication styles. *Communication Research Reports*, *40*(3), 145-155. https://doi.org/10.1080/08824096.2023.2220139

Frey, T. K., & Vallade, J. I. (2023). Securing the right skills: A longitudinal assessment of college students' writing and public speaking self-efficacy. *Basic Communication Course Annual*, *35*, 31-66.

https://ecommons.udayton.edu/bcca/vol35/iss1/6/

Frey, T. K., & Tatum, N. T. (2022). Instructor strictness: Instrument development and validation. *Communication Education*, *71*(4), 327-354. https://doi.org/10.1080/03634523.2022.2096246.

Vallade, J. I., Kaufmann, R. M., & **Frey, T. K.** (2022). Examining motivation in turbulent times: A Self-Determination Theory replication. *Basic Communication Course Annual*, *31*, 79-98. https://ecommons.udayton.edu/bcca/vol34/iss1/7/

Frey, T. K., & Lane, D. R. (2021). Nonaccommodation and communication effectiveness: An application to instructional communication. *Communication Research Reports*, *38*(3), 195-205. https://doi.org/10.1080/08824096.2021.1922372

Frey, T. K., & Lane, D. R. (2021). CAT in the classroom: A multilevel analysis of students' experiences with instructor nonaccommodation. *Communication Education*, *70*(3), 223-246. https://doi.org/10.1080/03634523.2021.1903521

Frey, T. K. (2021). Overcoming technological barriers to instruction: Situating Gen Z students as reverse mentors. *Frontiers in Communication: Culture and Communication*, *6*, 1-3. https://doi.org/10.3389/fcomm.2021.630899

Frey, T. K., Tatum, N. T., & Cooper, T. B. (2021). Using the basic course to prepare digital natives for new role as reverse mentors. *Basic Communication Course Annual*, *33*(1), 342-345. https://ecommons.udayton.edu/bcca/vol33/iss1/18

Frey, T. K., Moore, K. P., & Dragojevic, M. (2021). Syllabus sanctions: Controlling language and perceived fairness as antecedents to students' psychological reactance and intent to comply. *Communication Studies*, *72*(3), 456-473. https://doi.org/10.1080/10510974.2021.1876130

Tatum, N. T., & **Frey, T. K.** (2020). (In)flexibility during uncertainty? Conceptualizing instructor strictness during a global pandemic. *Communication Education*, *70*(2), 214-216. https://doi.org/10.1080/03634523.2020.1857419

Frisby, B. N., Kaufmann, R. M., Vallade, J. I., **Frey, T. K.**, & Martin, J. C. (2020). Using virtual reality for speech rehearsals: An innovative instructor approach to enhance student public speaking efficacy. *Basic Communication Course Annual*, *32*, 59-78. https://ecommons.udayton.edu/bcca/vol32/iss1/6/

Vallade, J. I., Kaufmann, R. M., & **Frey, T. K.** (2020). Facilitating students' motivation in the basic communication course: A Self-Determination Theory perspective. *Basic Communication Course Annual*, *32*, 124-147. https://ecommons.udayton.edu/bcca/vol32/iss1/9/

Tatum, N. T. & **Frey, T. K.** (2018). Students as consumers: User responses to money-back guarantees in higher education on Reddit. *The Online Journal of Distance Education and e-Learning, 6*(3), 44-51.

Frey, T. K., Simonds, C. J., Hooker, J. F., Meyer, K. R., & Hunt, S. K. (2018). Assessing evaluation fidelity between students and instructors in the basic communication course: The impact of criterion-based speech evaluation training. *Basic Communication Course Annual, 30*, 2-31. https://ecommons.udayton.edu/bcca/vol30/iss1/4/.

Tatum, N. T., Olson, M., & **Frey, T. K.** (2018). Noncompliance and dissent with cell phone policies: A psychological reactance theoretical perspective. *Communication Education*, *67*(2), 226-244. https://doi.org/10.1080/03634523.2017.1417615

Frey, T. K., & Vallade, J. (2018). Assessing students' perceptions of writing and public speaking self-efficacy in a composition and communication course. *Journal of Communication Pedagogy*, *1*, 27-39. https://doi.org/10.31446/JCP.2018.08.

Frey, T. K., & Tatum, N. T. (2017). The influence of classroom cell phone policies on instructor credibility. *Journal of the Communication, Speech & Theatre Association of North Dakota*, *29*, 1-13.

Frey, T. K., & Tatum, N. T. (2016). Hoverboards and "hovermoms": Helicopter parents and their influence on millennial students' rapport with instructors. *Communication Education*, *65*(4), 359-361. https://doi.org/10.1080/03634523.2016.1177846

Frey, T. K., Hooker, J. F., & Simonds, C. J. (2015). The invaluable nature of speech evaluation training for new basic course instructors. *Basic Communication Course Annual*, *27*, 1-9. https://ecommons.udayton.edu/bcca/

BOOKS CHAPTERS

Lane, D. R., **Frey, T. K.**, & Tatum, N. T. (2022). Affective approaches in the instructional context. In M. L. Houser & A. M. Hosek (Eds.), *Handbook of instructional communication: Principles and practices of teaching rhetorical and relational perspectives* (3rd ed., pp. 361-384). Kendall Hunt.

Cooper, T. B. & **Frey, T. K.** (2021). Teaching digital natives where they live: Generation Z and online learning. In R. Robinson (Ed.), *Communicating, engaging, and educating Generation Z: Theoretical and practical implications for instructional spaces* (pp. 71-84). Lexington Books.

Frey, T. K. (2019). Classroom emotions scale. In E. E. Graham & J. P. Mazer (Eds.), *Communication research measures III: A sourcebook* (pp. 195-201). Routledge.

Frey, T. K. (2019). Teacher technology policies instrument. In E. E. Graham & J. P. Mazer (Eds.), *Communication research measures III: A sourcebook* (pp. 490-497). Routledge.

Frey, T. K. (2019). Student academic support scale. In E. E. Graham & J. P. Mazer (Eds.), *Communication research measures III: A sourcebook* (pp. 460-465). Routledge.

Frey, T. K. (2019). Parental academic support measure. In E. E. Graham & J. P. Mazer (Eds.), *Communication research measures III: A sourcebook* (pp. 335-339). Routledge.

Frey, T. K. (2019). Instructor misbehaviors scale. In E. E. Graham & J. P. Mazer (Eds.), *Communication research measures III: A sourcebook* (pp. 273-278). Routledge.

Frey, T. K. (2019). Student perceptions of instructor understanding scale. In E. E. Graham & J. P. Mazer (Eds.), *Communication research measures III: A sourcebook* (pp. 479-485). Routledge.

Kaufmann, R. M., Tatum, N. T., & **Frey, T. K.** (2017). Current tools and trends of new media, digital pedagogy, and instructional technology. In M. Strawser (Ed.). *New media and digital pedagogy* (pp. 147-168). Lexington Press.

Lane, D. R., **Frey, T. K.**, & Tatum, N. T. (2017). Affective approaches and methods. In M. L. Houser & A. M. Hosek (Eds.), *The handbook of instructional communication: Rhetorical and relational perspectives* (2nd ed., pp. 223-235). Taylor & Francis.

Frey, T. K., Tatum, N. T., & Beck, A. C. (2017). Is it really JUST Twitter!? In J. S. Seiter, J. Peeples, & M. L. Sanders (Eds.), *Great ideas for teaching students (G.I.F.T.S.) in communication*. Bedford/St. Martin's.

Tatum, N. T., & **Frey, T. K.** (2016). Be the change: Cardboard confessionals. In C K. Rudick, K. B. Golsan, & K. Cheesewright (Eds.), *Teaching from the Heart & Learning to Make a Difference: Teaching the Introductory Communication Course through Critical Communication Pedagogy*. Cognella.

GRANT PROPOSALS

CO-I: T. Kody Frey (PI: Antonio Garcia)
Title: The use and application of research evidence to integrate father-centric programming in public libraries
Funding Source: William T. Grant Foundation
Amount: $659,492.00 (Not Funded)

Co-PIs: T. Kody Frey and Jessalyn I. Vallade
Title: Using multilevel modeling to account for nested classroom data: Applications for learning, theory, and assessment
Funding Source: College of Communication and Information Faculty Summer Research Fellowship Program
Amount: $5000.00 (Funded May 2021 - August 2021)

Co-PIs: T. Kody Frey and Beth Strickland Bloch
Title: Exploratory Study of Communication and Translational Efficacy Between Preclinical Researchers and Clinical Stakeholders
Funding Source: College of Communication and Information Research and Creative Activities Program
Amount: $9,640.00 (Funded May 2021 - May 2022)

Co-I: T. Kody Frey (PI: John F. Hooker)
Title: Assessing Pedagogy Used to Teach Critical Thinking via the Toulmin Argument Model in the Persuasive Speech in Communication as Critical Inquiry (Com 110)
Funding Source: Illinois State University Scholarship of Teaching and Learning
Amount: $4,721.48 (Not Funded)

RESEARCH IN PROGRESS

Guo, S., **Frey, T. K.** & Hester, E. B. (Under Review at Communication Education). The feedback vaccine: Using inoculation theory to address cultural differences in negative instructional feedback
Johnson, K., Riaz, A., & **Frey, T. K.** (Data Analysis). Challenging masculine ideals: Young male adults' willingness to seek help

Tatum, N. T. & **Frey, T. K.** (Preparing for submission). Instructor strictness: Effects on intermediary student outcomes and scale refinement.

Frey, T. K., & Vallade, J. (Preparing for submission). A practical guide to using multilevel modeling to respect nested data in program assessment.

Frisby, B. N., **Frey, T. K.**, LeRoy, L. S., & DeVito, A. (Preparing for submission). Instructor and student strategies to manage cognitive load in viewing sped up lecture content: The influence on perceptions and outcomes.

Frey, T. K., Shebib, S. J., Lynn, B., Meyer, K. R., Hunt, S. K. (Preparing for submission).Experimental effects of instructor aesthetics in the Zoom classroom: Online learning climate and student engagement.

Shebib, S. J., **Frey, T. K.**, Lynn, B., Meyer, K. R., Hunt, S. K. (Data Analysis). Instructor aesthetics in the Zoom classroom: An expectancy violations perspective.

Frey, T. K., Mazer, J. P., Graham, E. E. (Data Collection). Revisiting measurement in instructional communication research: A second decade in review.

Frey, T. K. & Ribott, M. (Conceptualization). Investigating the impact of strict instruction for neurodiverse students.

INVITED PUBLICATIONS

Frey, T. K., & Vallade, J. (2018). Scholarship spotlight: What happens when the basic course isn't just about public speaking skills? *CSCA Scholarship Supplement*, 1.

CONFERENCE PRESENTATIONS

2023

Frey, T. K., & Tatum, N. T. (2023, November). *Applying the pressure: Exploring how instructor strictness impacts students' individual classroom experiences*. [Conference Presentation]. National Communication Association Annual Convention, National Harbor, MD, United States. https://www.natcom.org/

Tatum, N. T. & **Frey, T. K.** (2023, November). *Instructor strictness: Scale refinement and effects on intermediary student outcomes*. [Conference Presentation]. National Communication Association Annual Convention, National Harbor, MD, United States. https://www.natcom.org/

Frey, T. K., & Bloch, B. S. (2023, November). *Using Microsoft Teams to Facilitate Asynchronous Online Focus Groups: Personal reflections and practical advice*. [Conference Presentation]. National Communication Association Annual Convention, National Harbor, MD, United States. https://www.natcom.org/

Frisby, B. N., **Frey, T. K.**, LeRoy, L. S., & DeVito, A. (2023, November). *Instructor and student strategies to manage cognitive load in viewing sped up lecture content: The influence on perceptions and outcomes*. [Conference Presentation]. National Communication Association Annual Convention, National Harbor, MD, United States. https://www.natcom.org/

Frey, T. K., & Tatum, N. T. (2023, March). *A brief validity report for the instructor strictness scales: Relationships with verbal aggressiveness, responsiveness, and assertiveness* [Conference Presentation]. Central States Communication Association Convention, St. Louis, MO, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

2022

Waddell, P. J., Rios, H., Kline, B., Dhillon, A., Stratton, C. M., Gibson, A., Linardopolous, N., Taylor, A. G., Walker, C., **Frey, T. K.**, & Hepler, S. A. (2022, November) *Training the trainer: Best practices for using virtual meeting platforms* [Conference Presentation]. National Communication Association Annual Convention, New Orleans, LA, United States. https://www.natcom.org/

Frey, T. K., & Vallade, J. (2022, May). *A practical guide to using multilevel modeling for communication assessment: Assessing student growth over time* [Conference Presentation]. International Communica-

tion Association, Paris, France. https://www.icahdq.org/page/ICA2022 *Top Paper Instructional and Developmental Communication Division*

Frey, T. K., Shebib, S. J., Lynn, B., Meyer, K. R., Hunt, S. K. (2022, April). *Experimental effects of instructor aesthetics in the Zoom classroom: Online learning climate and student engagement* [Conference Presentation]. Central States Communication Association Convention, Madison, WI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top 3 Paper Communication Education Interest Group*

2021

Frey, T. K., & Vallade, J. (2021, November). *Using multilevel modeling to respect nested data in program assessment* [Conference Presentation]. National Communication Association Annual Convention, Seattle, WA, United States. https://www.natcom.org/ *Top Paper Communication Assessment Division*

Frey, T. K., & Vallade, J. (2021, November). *A longitudinal assessment of student growth trajectories in the introductory communication course: Effects of student characteristics and affective reactions* [Conference Presentation]. National Communication Association Annual Convention, Seattle, WA, United States. https://www.natcom.org/

Frey, T. K. Pawlowski, D., Kuznekoff, J., Munz, S., Simonds, C. J., Grobmeier, C., Chromey, K., & Murphy, R. (2021, April). *Textbook alternatives in the basic course: Empirical results and personal reflections* [Conference Presentation]. Central States Communication Association, Cincinnati, OH, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

Cartee, J. L., **Frey, T. K.**, Atkinson, J., & Yao, Q. (2021, April). *The presence of empathy in online instruction during times of crisis: strategies to create hope* [Conference Presentation]. Southern States Communication Association, Norfolk, VA, United States. https://www.ssca.net/https://www.ssca.net/

2020

Vallade, J. I., Kaufmann, R. M., Frisby, B. N., Martin, J. C., **Frey, T. K.**, & Tristan, A. E. (2020, November). *Technology acceptance model: Investigating students' intentions toward adoption of virtual reality for public speaking rehearsals* [Conference Presentation]. National Communication Association Convention, Indianapolis, IN, United States. https://www.natcom.org/

Frey, T. K., Lane, D. R., & Dragojevic, M. (2020, November). *The influence of student perceptions of instructor nonaccommodation on communication satisfaction and instructor-student rapport* [Conference Presentation]. National Communication Association Convention, Indianapolis, IN., United States. https://www.natcom.org/

2019

Vallade, J. I., Kaufmann, R. M., & **Frey, T. K.** (2019, November). *Facilitating students' motivation in the basic communication course: A Self-Determination Theory perspective* [Conference Presentation]. National Communication Association Convention, Baltimore, MD, United States. https://www.natcom.org/ *Top 4 Paper Basic Course Division*

Frey, T. K. (2019, April). *Modeling classroom communication through hierarchical linear modeling: Benefits to instruction, assessment, and theory* [Conference Presentation]. Central States Communication Association Convention, Omaha, NE, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

Frey, T. K. (2019, April). *Communication Accommodation Theory: An overview and adaptation to instructional communication* [Conference Presentation]. Central States Communication Association Convention, Omaha, NE, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top 4 Paper Communication Theory Interest Group*

Westwick, J., Chromey, K., **Frey, T. K.**, Simonds, C. J., Sorensen, A., & Hosek, A. (2019, April). *An exchange of ideas: A dialogue on the state of the basic communication course* [Conference Presentation]. Central States Communication Association Convention, Omaha, NE, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

2018

Frey, T. K., & Vallade, J. (2018, April). *Assessing students' perceptions of writing and public speaking self-efficacy in a composition and communication course* [Conference Presentation]. Central States Communication Association Convention, Milwaukee, WI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top 4 Paper Basic Course Interest Group*

Mazer, J. P., Graham, E. E., **Frey, T. K.**, Tatum, N. T. (2018, November). *Measurement in instructional communication: Review, analysis, and recommendations* [Conference Presentation]. National Communication Association, Salt Lake City, UT, United States. https://www.natcom.org/

Frey, T. K., Moore, K. P., & Dragojevic, M. (2018, November). *Syllabus sanctions: Controlling language and perceived fairness as antecedents to students' psychological reactance and intent to comply* [Conference Presentation]. National Communication Association, Salt Lake City, UT, United States. https://www.natcom.org/ *Top 4 Paper Instructional Development Division*

Frey, T. K., Hadden, A. A., Kaufmann, R. K., Beck, A. C. (2018, November). *Classroom "baehaviors": An examination of couples' management of relational privacy in the classroom* [Conference Presentation]. National Communication Association, Salt Lake City, UT, United States. https://www.natcom.org/

2017

Bachman, A., **Frey, T. K.**, & Beck, A. C. (2017, November). *Identifying the personal and professional impact of students' self-disclosures* [Conference Presentation]. National Communication Association, Dallas, TX, United States. https://www.natcom.org/

Tatum, N. T., Olson, M., & **Frey, T. K.** (2017, November). *Student compliance with classroom cell phone policies: Antecedents and Consequences of Psychological Reactance* [Conference Presentation]. National Communication Association, Dallas, TX, United States. https://www.natcom.org/

Frey, T. K., & Tatum, N. T. (2017, November). *No homework, no problem? Using expectancy violations theory to understand internet reactions to the elimination of homework at a Texas elementary school* [Conference Presentation]. National Communication Association, Dallas, TX, United States. https://www.natcom.org/

Tatum, N. T., & **Frey, T. K.** (2017, November). *Students as consumers: User responses to money-back guarantees on Reddit* [Conference Presentation]. National Communication Association, Dallas, TX, United States. https://www.natcom.org/ *Top Paper Communication and the Future Division*

Frey, T. K., Simonds, C. J., Hooker, J. F., Meyer, K. R., & Hunt, S. K. (2017, November). *Assessment in the basic communication course: The impact of criterion-based speech evaluation training for students on evaluation fidelity with instructors* [Conference Presentation]. National Communication Association, Dallas, TX, United States. https://www.natcom.org/ *Top Paper Basic Course Division*

Frey, T. K., Kehoe, K., Reinig, L., Hughes, A. G., Fendley, S. A., Benedict, B. C., Hall, R. D., & Kirschner, J. (2017, November). *The relevance of the communication graduate student association* [Conference Presentation]. National Communication Association, Dallas, TX, United States. https://www.natcom.org/ *Top Panel Student Section*

Tatum, N. T., **Frey, T. K.**, & Beck, A. C. (2017, April). *Rethinking student engagement: Comparing behavioral and agentic orientations* [Conference Presentation]. Southern States Communication Association, Greeneville, SC, United States. https://www.ssca.net/ *Top Student Paper Instructional Developmental Division*

Frey, T. K. (2017, April). *Drastic Measures: Teaching effective delivery through Phil Davison* [Conference Presentation]. Southern States Communication Association, Greeneville, SC, United States. https://www.ssca.net/

Tatum, N. T., Frey, T. K, & Olson, M. (2017, March). *The development and validation of the classroom cell phone policy attitudes and policy compliance instruments* [Conference Presentation]. Central States Communication Association Convention, Minneapolis, MN, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top 4 Paper Communication Education Interest Group*

Frey, T. K. (2017, March). *More than a clicker: Teaching audience analysis through fast-response technology* [Conference Presentation]. Central States Communication Association Convention, Minneapolis, MN, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

Frey, T. K. (2017, March). *Communicating instructor presence: Construct development and validation of a new measure* [Conference Presentation]. Teachers, Teaching, and Media Conference, Winston Salem, NC, United States. https://www.facebook.com/TTMConf2017/

Bachman, A. S., Beck, A. C., & **Frey, T. K.**, (2017, April). *What do I say? Investigating students' sensitive disclosures from the instructor's perspective* [Conference Presentation]. Western States Communication Association, Salt Lake City, UT, United States. https://www.westcomm.org/ *Top 4 Paper Communication and Instruction Interest Group*

2016

Frey, T K. (2016, November). *Mediated misbehaviors: The mediating effect of online classroom climate on instructor misbehaviors, credibility, and affective learning* [Conference Presentation]. National Communication Association, Philadelphia, PA, United States. https://www.natcom.org/

Tatum, N. T., & **Frey, T. K.** (2016, November). *Classroom cell phone policy attitudes and intended compliance in the basic course* [Conference Presentation]. National Communication Association, Philadelphia, PA, United States. https://www.natcom.org/ *Top 3 Paper Basic Course Division*

Frey, T. K. (2016, June). *Half manners, half lying: A review and critique of politeness theory* [Conference Presentation]. International Conference on Language and Social Psychology, Bangkok, Thailand.

https://www.ialsp.org/

Frey, T. K., Tatum, N. T., & Beck, A. C. (2016, April). *Is it really JUST Twitter!?* [Conference Presentation]. Central States Communication Association, Grand Rapids, MI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

Frey, T. K., Borella, B., & Hooker, J. F. (2016, April). *Building a solid foundation for the speech lab: A revised training plan for Graduate facilitators based on needs assessment* [Conference Presentation]. Central States Communication Association, Grand Rapids, MI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview

Frey, T. K., & Hunt, S. K. (2016, April). *Increasing speech evaluation fidelity between instructors and students through in-class peer workshops and assessment* [Conference Presentation]. Central States Communication Association, Grand Rapids, MI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top 4 Paper Basic Course Interest Group*

2015

Frey, T. K. (2015, November). *Peer assessment and use of written speech feedback in the basic communication course* [Conference Presentation]. National Communication Association, Las Vegas, NV, United States. https://www.natcom.org/

Frey, T. K., & Hook, O. L. (2015, November). *Celebrating your choice: Online social support for individuals facing traditional abortion stigmas* [Conference Presentation]. National Communication Association, Las Vegas, NV, United States. https://www.natcom.org/

Frey, T. K. (2015, November). *#BlackTwitter: An analysis of social sentiment in temporarily imagined online communities* [Conference Presentation]. National Communication Association, Las Vegas, NV, United States. https://www.natcom.org/ *Top Student Paper Communication and the Future Division*

Frey, T. K., & Huxford, J. (2015, April). *You'll never walk alone: Liverpool Football Club as an imagined fan community online* [Conference Presentation]. Central States Communication Association, Madison, WI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top Paper Pop Culture Interest Group*

Frey, T. K., Hook, O. L., & Jamie, S. M. (2015, April). *Text me back: Response time as a relational predictor across text and email messages* [Conference Presentation]. Central States Communication Association, Madison, WI, United States. https://www.csca-net.org/aws/CSCA/pt/sp/convention_overview *Top 4 Paper Media Studies Interest Group*

Worland, C., Shpall Wolstein, A., **Frey, T. K.**, Malik, C. B., Johnson, E., & Strom, K. (2015, January). *Building bridges: Connecting knowledge-making practices between Eng 101 and Com 110 for first year students* [Conference Presentation]. Illinois State University CTLT Teaching and Learning Symposium, United States. https://ctlt.illinoisstate.edu/symposium/

2014

Frey, T. K., Baptist, R., Marver, T., & Huels, M. (2014, November). *The science of (dis)satisfaction: Satisfaction as a product of negative group experiences* [Conference Presentation]. National Communication Association, Chicago, IL, United States. https://www.natcom.org/

TEACHING EXPERIENCE

COURSES TAUGHT

University of Kentucky, School of Information Science, Lexington, KY

ICT 114: Communication in the Digital Age I (Traditional)
ICT 115: Communication in the Digital Age II (Traditional)
ICT 305: Data Detectives (Traditional)
ICT 399: Internship and Professional Development in ICT (Online)
CIS 110: Composition and Communication I (Traditional; Hybrid; Online)
CIS 111: Composition and Communication II (Traditional; Hybrid; Online)
CIS 112: Advanced Composition and Communication (Traditional)
CI 616: Foundations of Instructional Communication (Graduate Course; Online)
CI 665: Quantitative Research Methods in Communication (Graduate Course)
CI 656: Instructional Communication and Technology (Graduate Course; Online)
CI 726: Communication Leadership Studies (Graduate Course; Online)
Gear Up!: CIS 110 (Abbreviated Version for High School Students) [Teaching Assistant]
COM313: Interpersonal Communication in Close Relationships [Teaching Assistant]

Illinois State University, School of Communication, Normal, IL

COM110: Communication as Critical Inquiry
COM229: Organizational Communication [Teaching Assistant]

COURSE DEVELOPMENT

University of Kentucky, School of Information Science, Lexington, KY

ICT 114: Communication in the Digital Age I

Composition and Communication in the Digital Age I is the first course in a two-course series designed to teach practical communication skills to students interested in Science, Technology, Engineering, and Mathematics (STEM). The course teaches students to compose and communicate ideas across oral, written, visual, and technological contexts. Specifically, this course will focus on equipping students to (1) translate complex, technical information into understandable terms, (2) utilize research skills to collect and evaluate information, and (3) effectively recognize and adapt behavior in accordance with the expectations for the selected mode of communication. (Approved as part of CORE curriculum in 2017)

ICT Course: Quantitative Analysis in the Public Eye

Quantitative Analysis in the Public Eye is designed to introduce students to the foundations of quantitative data analytics and scientific communication using R. The course focuses on providing students with the knowledge and skills to (1) navigate software relevant for data analytics (e.g., R, Github, Quarto, Kaggle), (2) analyze data to draw inferences and forward solutions about real-world problems using regression-based methods, and (3) communicate about their data to the broader public. Students do not need a computer science, coding, or data analytic background to participate in the course. (Approved as part of CORE curriculum in 2024)

Syllabi available by request. Please email tkfr2222@uky.edu

PROFESSIONAL PRESENTATIONS

2024

Frey, T. K. (2024, March). Panelist for graduate student preview day. Presented to students interested in gradate study in the College of Communication and Information at the University of Kentucky.

2023

Frey, T. K. (2023, September). Guest presentation on navigating the university institutional review board. Presented to the students enrolled in CI664: Qualitative Research Methods at the University of Kentucky.

Frey, T. K. (2023, August). Guest presentation on grade norming and ensuring evaluation fidelity in the basic communication course. Presented to the instructional faculty at the University of Kentucky.

Frey, T. K. (2023, April). Donuts and details: Preparing oral presentations. Guest lecture for Transferable Skills for Scientist & Engineers graduate course in the Center for Applied Energy Research.

2022

Frey, T. K. (2022, August). Guest presentation on grade norming and ensuring evaluation fidelity in the basic communication course. Presented to the graduate students at the University of Las Vegas, Nevada.

Frey, T. K. (2022, April). Donuts and details: Preparing oral presentations. Guest lecture for Transferable Skills for Scientist & Engineers graduate course in the Center for Applied Energy Research.

Frey, T. K., & Bloch, B. S. (2022, March). Hidden worlds: Exploring unconscious assumptions and values about scientific practice, classrooms, and public health. Invited presentation as part of the 2021-2022 University of Kentucky Research Seminar Series.

2021

Frey, T. K. (2021, November). Virtual reality within the School of Information Science. Guest presentation as part of student recruitment experience for the College of Communication and Information at the University of Kentucky.

Frey, T. K. (2021, September). Speaking in a business context. Presentation to the Business Enterprise Living Learning Program as part of the BEHives series at the University of Kentucky.

Frey, T. K. (2021, October). Knowledge on Tap. Presented to the graduate students at the University of Kentucky as part of the annual Knowledge on Tap series.

Frey, T. K. (2021, August). Guest presentation on grade norming and ensuring evaluation fidelity in the basic communication course. Presented to the graduate students at the University of Las Vegas, Nevada.

Frey, T. K. (2021, April). Collaboration and compliance: Communication strategies at work. Public scholarship performed for the Vanguard University Recruiting Team.

Frey, T. K. (2021, April). Donuts and details: Preparing oral presentations. Guest lecture for Transferable Skills for Scientist & Engineers graduate course in the Center for Applied Energy Research.

2019

Frisby, B. N., Vallade, J. I., **Frey, T. K.**, Martin, J. C., & Hadden, A. (2019, June/July). Virtual reality as an educational tool for elementary and middle school students. Presented at See Blue STEM Camp, University of Kentucky, Lexington, KY.

2018

Frey, T. K. (2018, October). Ideas for keeping students motivated at midterms. Presented at mandatory first-year M.A. and Ph.D. student weekly meetings, University of Kentucky, Lexington, KY.

Frey, T. K., & Lawrence, A. (2018, August). Grading speaking and writing: Norming, using rubrics, and providing feedback. Presented at the Fall Training Session for Instructors of CIS 110 at the University of Kentucky, University of Kentucky, Lexington, KY.

2017

Frey, T. K., & Vallade, J. (2017, August). Cultivating, sustaining, and enhancing student motivation. Presented at the Fall Training Session for Instructors of CIS 110 at the University of Kentucky, University of Kentucky, Lexington, KY.

Frey, T. K. (2017, August). Grading speaking and writing: Norming, using rubrics, and providing feedback. Presented at the Fall Training Session for Instructors of CIS 110 at the University of Kentucky, University of Kentucky, Lexington, KY.

2016

Frey, T. K. (2016, September). Mediated misbehaviors: Direct and indirect effects on student affect and credibility. Presented at the University of Kentucky School of Information Science (SIS) Talk, University of Kentucky, Lexington, KY.

Frey, T. K. (2016, August). Workshop: 'Teacher Communication Variables'. Presented at the Teaching Institute for Graduate Teaching Assistants in Communication: Communication Education and/as Social Justice (TIGTAG; Sponsored and Funded by the National Communication Association), University of Maine – Orono, Orono, ME.

Frey, T. K. (2016, August). Workshop: 'Enhancing Students' Engagement in Technologically-Mediated Educational Contexts'. Presented at the Teaching Institute for Graduate Teaching Assistants in Communication: Communication Education and/as Social Justice (TIGTAG; Sponsored and Funded by the National Communication Association), University of Maine – Orono, Orono, ME.

Frey, T. K. (2016, August). Workshop: 'Break-Out Sessions on Syllabus Design, Assignment Design, and Teaching Statements with a Social Justice Focus'. Presented at the Teaching Institute

for Graduate Teaching Assistants in Communication: Communication Education and/as Social Justice (TIGTAG; Sponsored and Funded by the National Communication Association), University of Maine – Orono, Orono, ME.

Frey, T. K. (2016, August). Panel on Communication and/as Social Justice. Presented at the Teaching Institute for Graduate Teaching Assistants in Communication: Communication Education and/as Social Justice (TIGTAG; Sponsored and Funded by the National Communication Association), University of Maine – Orono, Orono, ME.

Frey, T. K. (2016, August). Workshop: 'Using Technology to Promote Active Learning'. Presented at the Fall Training Session for Instructors of CIS 110 at the University of Kentucky, University of Kentucky, Lexington, KY.

Frey, T. K. (2016, February). Tech time: How to use Twitter and Periscope in the classroom. Presented at the University of Kentucky ICR Professional Development Series, University of Kentucky, Lexington, KY.

Frey, T. K. (2016, January). Peer assessment and use of written speech feedback in the basic communication course Presented at the University of Kentucky Communication Graduate Student Association B.E.S.T. session, University of Kentucky, Lexington, KY.

2015

Frey, T. K. (2015, November). Celebrating your choice: Online social support for individuals facing traditional abortion stigmas. Presented at the University of Kentucky Communication Graduate Student Association B.E.S.T. session, University of Kentucky, Lexington, KY.

Frey, T. K. (2015, April). Peer assessment and use of written speech feedback in the basic communication course. Presented at the Illinois State University Graduate Research Symposium, Illinois State University, Normal, IL.

Frey, T. K., & Hook, O. L. (2015, April). Celebrating your choice: Online social support for individuals facing traditional abortion stigmas. Presented at the Illinois State University Graduate Research Symposium, Illinois State University, Normal, IL.

2013

Frey, T. K. (2013). Leading online: An integration of technology into the situational leadership model. Presented at Communication Studies Day, Clemson University, Clemson, SC.

2012

Frey, T. K., Moore, E., & Sullivan, W. (2012). My brother's keeper: Greek membership and its impact on individual satisfaction. Presented at Communication Studies Day, Clemson University, Clemson, SC.

GRADUATE STUDENT ADVISING

FACULTY ADVISOR

Ryan Critchelow (Assigned; Information Science)   2022-2024

Michael Robinson (Assigned; Information Science)	2022-2024
Jordan Butler (Assigned; Information Science)	2022-2024
Aurora Jade Barker - Master's Comprehensive Exam (Communication)	2024-2025
Samantha Hacker - Master's Comprehensive Exam	2024-Present
Ayesha Riaz - Doctoral Dissertation in Communication	2025-present

COMMITTEE MEMBER

DISSERTATION

Leslie LeRoy - Doctoral Dissertation (Communicatin; In Progress)	2022-present
David Abney - Doctoral Dissertation (Communicatin; In Progress)	2023-present
Cynthia Emami (Social Work) - Doctoral Dissertation (Social Work; In Progress)	2024-present
Victor Dei (Communication) - Doctoral Dissertation (Communicatin; In Progress)	2025-present
Laurie Fogleman (Communication) - Doctoral Dissertation (Communicatin; In Progress)	2025-present
Joshua Santiago (Communication) - Doctoral Dissertation (Communicatin; In Progress)	2025-present

DISSERTATION OUTSIDE EXAMINER

Ndaru Prapti (Educational policy) - Dissertation Outside Examiner	2023
Joshua Lundberg (Marketing) - Dissertation Outside Examiner	2023

M.A. COMPREHENSIVE EXAMS

Anthony Martinez - Master's Comprehensive Exam	2022-2023
Erica Mattingly - Master's Comprehensive Exam	2022-2024
Serena Hanson - Master's Comprehensive Exam	2022-2024
Mark Ribott - Master's Comprehensive Exam	2022-2024
Luke Fetzer - Master's Comprehensive Exam	2022-2024

M.A. THESIS

Anyiah Chambers - Master's Thesis	2025-Present

SERVICE

University of Kentucky

Primary Planner for the CI Graduate Student Research Expo	
Facilitated reviews for 20 student submissions from CI faculty across 2 seek time period	
Organized conference-style Expo through extensive program planning	
Recruited student submissions	
Participated in student led practice sessions	
College of Communication and Information Graduate Scholarship Committee	2025
Planner for the CI Research Expo	
UK Office of Research Integrity *Responsible Conduct of Research In-Person Trainer*	2022-Present
ICT Strategic Planning Committee (Convener)	2024-Present

ICT Implementation Committee	2024-Present
CI Graduate Admissions Committee	2024
ICT Planning Committee	2023-Present
ICT Faculty Lecturer Search Committee II	2022-2023
ICT Faculty Lecturer Search Committee I	2022-2023
College of Communication and Information Graduate Scholarship Committee	2023
School of Information Science Executive Committee	2022-2023
ICT Admissions Committee *(Convener)*	2022-2023
ICT Planning Committee	2022-2023
ICT Exam Committee	2023
SpeakBlue Event Moderator for Student Activities Board [x3]	2020-2022
Academic Impressions Pilot Workshop Group	2021
Office of Research Integrity Non-Medical Protocol Reviewer	2021-2022
School of Information Science Curriculum Committee	2021-2022
UK Core Curriculum Assessment Evaluator	2021
Graduate Student Congress Member	2017-2018
President of Communication Graduate Student Association	2016-2017
Assistant Assessment Director	2016-2019
Researcher for the UK Library and Information Science Benchmark Study	2015

Illinois State University

President of the Graduate Student Association	2014-2015
General Education Assistant in the School of Communication	2014-2015
Peer Mentor in the School of Communication	2014-2015

Clemson University

President of the Men's A Cappella Group TIGEROAR	2011-2013
Founding Member of the Communication Studies Ambassadors	2011-2013
Orientation Ambassador for New Student and Sophomore Programs	2011-2012
Mentor in the College of AAH Major Mentoring Program	2012-2013

PROFESSIONAL SERVICE

EDITORIAL BOARDS

Review of Communication	2025-Present
Communication Education	2020-Present
Communication Quarterly	2022-Present
Basic Communication Course Annual	2020-2022
Communication Pedagogy	2019-Present
Kentucky Journal of Communication	2020-Present
Editorial Assistant, *Basic Communication Course Annual*	2016-2019

AD HOC REVIEWER

Behavioral Science	2025
Review of Communication	2024

Communication Quarterly	2022
The Journal of Engineering Education	2019
Writing and Pedagogy	2019
Kentucky Journal of Communication	2019
British Journal of Educational Psychology	2019
Basic Communication Course Annual	2017
Communication Studies	2018

LEADERSHIP POSITIONS

Chair-Elect and Program Planner, Instructional Development Division, National Communication Association	2024-2026
Pearson and Nelson Outstanding New Teacher Award Selection Committee	2021-2022
Chair-Elect and Program Planner, Basic Communication Course Division [2 terms]	2018-2021

CONFERENCE SUBMISSION REVIEWER

International Communication Association, Instructional Development Interest Group	2021
National Communication Association, Human Communication & Technology Division	2022-Present
National Communication Association, Basic Course Division	2016-Present
National Communication Association, Instructional Development Division	2017-Present
National Communication Association, Student Section	2016-2017
Central States Communication Association, Basic Course Division	2016-Present
Central States Communication Association, Communication Education Interest Group	2016-2023
Central States Communication Association, Communication & Technology Interest Group	2021-2023

OTHER INVOLVEMENT

Respondent, National Communication Association, Roundtables on Research in Progress in Family and Interpersonal Communication	2023
Respondent, National Communication Association, Instructional Development Division	2022
Panel Chair, National Communication Association, Instructional Development Division	2017
Panel Chair, National Communication Association, Basic Course Division	2017
Panel Chair, Central States Communication Association, Basic Course Division	2019
Panel Chair, Central States Communication Association, Communication Education Interest Group	2018
Conference Assistant, Basic Communication Course Director's Conference	2018

PROFESSIONAL MEMBERSHIPS

National Communication Association	2013-Present
Central States Communication Association	2013-Present
International Communication Association	2021
Southern States Communication Association	2020

REFERENCES

Available upon request. Please send corrections, feedback, or details of missed information to tkfr222@uky.edu.

CV composed through R Markdown. Reproducible template code available via my OSF page. Template provided by Steven Miller.