

STEPHEN M. KROMKA

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EDUCATION

Ph.D., Communication Studies

West Virginia University

August 2017-March 2020

Morgantown, WV

Emphases in Instructional Communication, Family Communication, and Quantitative & Qualitative Research Methods

Methodology: Quantitative & Qualitative

Dissertation: *The Effects of Instructor Self-disclosure on Students' Cognitive Learning: A Live Lecture Experiment* (Advisor: Dr. Alan K. Goodboy)

M.A., Communication Theory and Research

West Virginia University

August 2016-August 2017

Morgantown, WV

B.A., Communication & Rhetoric

University of Pittsburgh

August 2009-May 2011, August 2013-December 2014

Pittsburgh, PA

B.A., Theatrical Engineering & Design

University of Pittsburgh

August 2009-May 2011, August 2013-December 2014

Pittsburgh, PA

PROFESSIONAL EXPERIENCE

Visiting Assistant Professor of Communication, University of Tampa (2020-current)

CURRENT RESEARCH INTERESTS

Instructor Self-disclosure, Classroom Content Relevance, Narrative Pedagogy, Family Storytelling, Interpersonal Conflict, Parental Divorce Impact on Children, Family Putative Secrets

PUBLICATIONS

Journal Articles

Kromka, S. M., Goodboy, A. K., & Banks, J. (2020). Teaching with relevant (and irrelevant) storytelling in the college classroom. *Communication Education, 69*, 224-249.
doi:10.1080/03634523.2019.1657156

- Bolkan, S., Goodboy, A. K., & **Kromka, S. M.** (2020). Student assessment of narrative: Telling stories in the classroom. *Communication Education, 69*, 48-69. doi:10.1080/03634523.2019.1622751
- Goodboy, A. K., Bolkan, S., Knoster, K. C., & **Kromka, S. M.** (2019). Instructional dissent as an expression of students' class-related achievement emotions. *Communication Research Reports, 36*, 265-274. doi:10.1080/08824096.2019.1634534
- Kromka, S. M.**, & Goodboy, A. K. (2019). Classroom storytelling: Using instructor narratives to augment student learning, affect, and attention. *Communication Education, 68*, 20-43. doi:10.1080/03634523.2018.1529330
- Rittenour, C. E., **Kromka, S. M.**, Saunders, R. K., Davis, K., Garlitz, K., Opatz, S. N., Sutherland, A., & Thomas, M. J. (2018). Socializing the silent treatment: Parent and adult child communicated displeasure, identification, and satisfaction. *Journal of Family Communication, 19*, 77-93. doi:10.1080/15267431.2018.1543187
- Rittenour, C. E., **Kromka, S. M.**, Pitts, S., Thorwart, M., Vickers, J., & Whyte, K. (2018). Communication surrounding estrangement: Stereotypes, attitudes, and (non) accommodation strategies. *Behavioral Sciences, 8*, 1-16. doi:10.3390/bs8100096
- Myers, S. A., Baker, J. P., Barone, H., **Kromka, S. M.**, & Pitts, S. (2018). Using rhetorical/relational goal theory to examine college students' impressions of their instructors. *Communication Research Reports, 35*, 131-140. doi:10.1080/08824096.2017.1406848

Book Chapters

- Myers, S. A., Garlitz, K. T., **Kromka, S. M.**, Nicholson, A. L., Sutherland, A. D., & Thomas, M. J. (2018). Using rhetorical/relational goal theory to examine millennial students' academic and relational needs. In A. Atay & M. Z. Ashlock (Eds.), *Millennial culture and communication pedagogies: Narratives from the classroom and higher education*. Lanham, MD: Lexington Books.

CONVENTION PAPERS

- Kromka, S.M.**, & Goodboy, A. K. (2020, November). *The effects of instructor self-disclosure on student affect and cognitive learning: A live lecture experiment. Top 4 Paper: Instructional Development Division*, National Communication Association, Indianapolis, IN.
- Kromka, S. M.**, Dillow, M. R., & Swain, A. C. (2020, May). *How individuals discover and respond to putative secrets in the family*. Interpersonal Communication Division, International Communication Association, Gold Coast, Australia.
- Goodboy, A. K., Bolkan, S., Knoster, K. C., & **Kromka, S. M.** (2020, April). *Instructional dissent as an expression of students' class-related achievement emotions. Top 4 Paper: Instructional Communication Interest Group*, Instructional Communication Interest Group, Eastern Communication Association, Baltimore, MD, (Conference canceled).

- Kromka, S. M.**, Goodboy, A. K., & Banks, J. (2019, November). *Teaching with relevant (and irrelevant) storytelling in the college classroom*. Instructional Development Division, National Communication Association, Baltimore, MD.
- Cohen, E., Atwell Seate, A., **Kromka, S. M.**, Sutherland, A., Nicholson, A., Thomas, M., & Skerda, K. (2019, November). *Speak up or look the other way? The role of presumed media influence, hostile media perceptions, and social identity threat in willingness to denounce fake news on Facebook*. Mass Communication Division, National Communication Association, Baltimore, MD.
- Kromka, S. M.**, Banks, J., & Goodboy, A. K. (2019, April). *Classroom storytelling: Exploring relevant and irrelevant instructor narratives in the college classroom*. **Top Paper: Instructional Communication Interest Group**, Eastern Communication Association, Providence, RI.
- Kromka, S. M.**, & Booth-Butterfield, M. (2019, April). *Laughing at oneself: Outcomes of instructor self-disparaging humor use in the classroom*. **Top 4 Paper: Instructional Communication Interest Group**, Eastern Communication Association, Providence, RI.
- Kromka, S. M.**, & Goodboy, A. K. (2018, November). *Classroom storytelling: Using instructor narratives to augment student learning, affect, and attention*. Instructional Development Division, National Communication Association, Salt Lake City, UT.
- Kromka, S. M.**, & Myers, S. A. (2018, April). *Students' academic orientation and perceived instructor credibility in the college classroom*. Instructional Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.
- Rittenour, C. E., **Kromka, S. M.**, Pitts, S., Thorwart, M. A., Vickers, J., & Whyte, K. V. (2018, April). *Stereotypes, attitudes, and (non) accommodative strategies for communicating with estranged adult children*. Interpersonal Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.
- Myers, S. A., Baker, J. P., Barone, H., **Kromka, S. M.**, & Pitts, S. (2018, April). *Using rhetorical/relational goal theory to examine college students' impressions of their instructors*. Communication Education Interest Group, Central States Communication Association, Milwaukee, WI.
- Myers, S. A., Baker, J., **Kromka, S. M.**, & Pitts, S. (2017, November). *Instructor-student perceptions of effective teaching behaviors*. Instructional Development Division, National Communication Association, Dallas, TX.
- Rittenour, C. E., **Kromka, S. M.**, Saunders, R., Andrews, K., Anzur, C. K., Garlitz, K. T., Davis, K., Luo, Z., Nicholson, A., Opatz, S., Russell, R., Skerda, K., Smith, B., Sutherland, A., & Thomas, M. (2017, November). *Socializing the silent treatment: Parent and Adult child communicated displeasure and its correlates with identification and relational quality*. Family Communication Division, National Communication Association, Dallas, TX.

RESEARCH LABS

Dr. Alan K. Goodboy's Communication Modeling and Measurement Lab

This quantitative research lab is centered on optimizing student learning through effective classroom communication (i.e., instructional communication). We model the mechanisms that explain how instructor communication behaviors result in student cognitive and

behavioral learning gains. We also determine which types of students benefit from different pedagogical strategies by identifying boundary conditions of teaching and learning processes. We also have an interest in measurement construction and validation and operationalize communication constructs in the classroom. To accomplish these goals, we use a variety of data analysis techniques such as conditional process analysis, confirmatory factor analysis, latent growth curve modeling, among other statistics, to best quantify causal learning effects. - <https://www.alangoodboy.com/lab>

PANEL PRESENTATIONS

Kromka, S. M. (2020, November). *Hindsight 2020: Graduate peer advice for publishing*. National Communication Association, Indianapolis, IN.

Kromka, S. M. (2020, April). *Assessing students' understanding of concepts in persuasion; Using Classroom Assessment Techniques (CATs) to assess student learning*. Instructional Communication Interest Group, Eastern Communication Association, Baltimore, MD, (Conference canceled).

Kromka, S. M. (2018, April). *How students learn: Theoretical perspectives from educational psychology to incorporate into instructional communication research*. Instructional Communication Interest Group, Eastern Communication Association, Pittsburgh, PA.

PANEL RESPONDENTS

Kromka, S. M. (2018, November). *Scholar office hours*. National Communication Association, Salt Lake City, UT.

OTHER CONVENTION ACTIVITY

Kromka, S. M. (2019, April). *"Tell me a story": Theory application paper activity*. Great Ideas For Teaching Students (G.I.F.T.S.) Session, Eastern Communication Association, Providence, RI.

Kromka, S. M. (2018, November). *How to make sparks fly!: Playing with Tinder profiles to teach features of interpersonal communications*. Great Ideas For Teaching Students (G.I.F.T.S.) Session, National Communication Association, Salt Lake City, UT.

TEACHING EXPERIENCE

Course Administrator
West Virginia University
 Department of Communication Studies

August 2017-Present
 Morgantown, WV

COMM 102: Interpersonal Communication (Created Fall 2017, Updated Fall 2018, Updated Fall 2019)

This course was built with a “narrative approach” in which students were asked to connect interpersonal communication concepts and theories to their own interpersonal relationships through means such as case studies and personal storytelling.

Graduate Teaching Assistant (Primary Instructor)
West Virginia University
 Department of Communication Studies

August 2017-Present
 Morgantown, WV

COMM 410: Family Communication (Created Spring 2020)

The purpose of this upper-level course was to give students the opportunity gain a deeper appreciation for the complexity and power of communication that exists within and around family relationships. This writing-intensive course encourages students to synthesize family communication research findings, discuss these findings in class, and incorporate the findings into their own research project presented in a formal setting at the end of the semester.

COMM 404: Persuasion (Created Fall 2019, Updated Spring 2020)

The purpose of this upper-level course was to expose students to the theory and practice of persuasion from a communication perspective. The course aims to help students identify major persuasion concepts and apply them to various practical contexts. Moreover, students are asked to evaluate the effectiveness of persuasive messages and create their own professional persuasive campaigns based on theory.

COMM 308: Nonverbal Communication (Online: Summer 1 2019, Summer 2 2019)

The purpose of this course was to examine the role of nonverbal communication in interactions. The course helps students differentiate nonverbal communication behaviors, identify different contexts as to when these behaviors are perceived as appropriate or inappropriate, and apply their own experiences with nonverbal communication to better understand and improve their everyday interactions.

COMM 104: Public Communication (Summer 2018, Fall 2018, Spring 2019, Summer 2019)

The purpose of this introductory course was to educate students on the principles of communication within a public context. Course goals included critiquing communicative messages, analyzing conflict management, evaluating effective message strategies, and examining ethical issues in communication.

COMM 112: Small Group Communication (Spring 2018, Fall 2018, Fall 2019, Summer 1 2020, Summer 2 2020)

This introductory course focused on the importance of small group communication with emphasis on developing understanding of the small group communication process and learning how to communicate effectively with group members. This was a service-learning course in which the instructor facilitated student volunteering to work with local community partners.

COMM 102: Interpersonal Communication (Fall 2017, Spring 2018)

This introductory course involved the study of concepts and theories of interpersonal communication and focuses on relationships between friends, coworkers, family, and romantic partners. This course utilized a case studies textbook and used a narrative approach to learning.

COMM 105: Introduction to Mass Media (Summer 2020)

This introductory course examined the characteristics of mediated communication and how communication technologies have changed the ways in which we communicate in a global society. Course goals include increasing media literacy, deconstructing electronic media myths, and demonstrating how new media can promote learning and build interpersonal relationships.

Graduate Teaching Assistant (*Assisted Primary Instructor*)
West Virginia University
 Department of Communication Studies

August 2016-May 2017
 Morgantown, WV

COMM 305: *Appreciation of Motion Pictures: "The Classics"* (Spring 2017)

COMM 105: *Introduction to Mass Media* (Spring 2017)

COMM 104: *Public Communication* (Fall 2016)

COMM 305: *Appreciation of Motion Pictures: "Goes to War"* (Fall 2016)

Assistant Technical Director and Class Instructor
University of Pittsburgh
 Department of Theater Arts

December 2014-May 2015
 Pittsburgh, PA

THEA 842: Introduction to Stage Craft

This was a production-oriented course that involved the study and application of the skills utilized in the realization of theatrical scenery, props, and lighting. This included standard scenic construction techniques, materials and equipment of the scene shop, an introduction to scenic painting, drafting, basic lighting practices, and properties design and construction.

GRADUATE COURSES TAKEN

COMM 600: *Communication in the Classroom*

COMM 601: *Instructional Communication*

COMM 602: *Interpersonal Communication*

COMM 606: *Organizational Communication*

COMM 610: *Family Communication (Master)*

COMM 610: *Family Communication (Doctoral)*

COMM 611: *Intergroup Communication*

COMM 623: *Leadership Communication*

COMM 625: *Computer Mediated Communication*

COMM 632: *Humor and Communication*

COMM 645: *Masspersonal Communication*

COMM 693F: *Professional Preparation*

COMM 693J: *Moderation-Mediation Seminar*

COMM 700: *Survey of Human Communication Theory*
 COMM 701: *Graduate Research Methods*
 COMM 712: *Communication Measurement*
 COMM 713: *Qualitative Research Methods*
 COMM 719: *Advanced Instructional Communication*
 COMM 722: *Dark Side of Interpersonal Communication*
 COMM 796: *Graduate Seminar*
 CDFS 693A: *Family Interaction and Communication*
 EDP 613: *Statistical Methods 1*
 EDP 614: *Statistical Methods 2*
 EDP 700: *Psychological Foundations of Learning*
 HDFS 793A: *Divorce and Remarriage*
 HIED 651: *College Student Development*
 IDT 693A: *Online Teaching and Learning*
 SCFD 615: *Qualitative Research Methods*
 COMM 790: *Teaching Practicum*
 COMM 795: *Independent Study*
 COMM 797: *Research*

HONORS AND AWARDS

Renee Kisner Peer Collegiality Award, Department of Communication Studies, West Virginia University (2020)
 Judee K. Burgoon Research Award, Department of Communication Studies, West Virginia University (2020)
 Top 4 Paper, Instructional Development Division, National Communication Association (2020)
 Top 4 Paper, Instructional Communication, Eastern Communication Association (2020)
 Top Paper, Instructional Communication, Eastern Communication Association (2019)
 Top 4 Paper, Instructional Communication, Eastern Communication Association (2019)
 Best Technical Director, Department of Theater Arts, University of Pittsburgh (2014)

SERVICE

Discipline Service

Respondent, Instructional Development Division, National Communication Association (2020)
 Panel Chair, Family Communication Division, National Communication Association (2020)
 Secretary, Interpersonal Interest Group, Eastern Communication Association (2020)
 Panel Chair, Interpersonal Interest Group, Eastern Communication Association (2020)
 Reviewer, Interpersonal Communication Division, International Communication Association (2019-2020)
 Reviewer, Instructional and Developmental Communication Division, International Communication Association (2019-2020)
 Panel Chair, Instructional Development Division, National Communication Association (2019)
 Reviewer, Undergraduate Scholars Conference, Eastern Communication Association (2018-2020)

Department Service

Graduate Student Advisory Council Member, Office of Graduate Education and Life (2019)
 First-year Doctoral Student Mentor, WVU Department of Communication Studies (2019)
 Assistant Faculty Advisor, Lambda Pi Eta, WVU Department of Communication Studies (2019)

Community Service

Volunteer Helper, Scott's Run Settlement House (2017-2019)
 Merit Badge Organizer, Communication Merit Badge, Boy Scouts of America (2018)
 Merit Badge Counselor, Communication Merit Badge, Boy Scouts of America (2017)
 Political Communication Campaign Advisor Internship, "Tom Wolf for Pennsylvania" Governor Campaign (2014)
 Health and Organizational Communication Campaign Advisor Internship, YMCA Healthy Living Outreach Program (2014)

Invited Publications

Teaching with relevant (and irrelevant) storytelling in the college classroom (2019).
Communication Currents (Vol. 14, Issue 4; National Communication Association)

PROFESSIONAL DEVELOPMENT

Introduction to Structural Equation Modeling (2020): Curran-Bauer Analytics (24 hours)
 Instructors: Patrick Curran & Daniel Bauer, University of North Carolina
 LGBTQ+ Transgender Safe Zone Training (2020): Short Seminar (3 hours)
 Instructor: Ellen Rodriguez, West Virginia University
 LGBTQ+ Safe Zone Training (2020): Short Seminar (3 hours)
 Instructor: Cris Mayo, West Virginia University
 Structural Equation Modeling: A First Course (2020): The Center for Integrated Latent Variable Research (22 hours)
 Instructor: Gregory Hancock, University of Maryland
 Qualitative and Theory-building (2019): NCA Short Course (3 hours)
 Instructor: Sarah Tracy, Arizona State University
 Diversity & Effective Teaching (2019): WVU Teaching & Learning Commons Course (3 hours)
 Instructor: Lynne Cossman, West Virginia University
 Academic Assessment Seminar (2018): WVU Teaching & Learning Commons Course (3 hours)
 Instructor: Jonathan Cumming, West Virginia University
 Student Engagement Webinar (2018): WVU Teaching & Learning Commons Course (3 hours)
 Instructor: John Oughton, West Virginia University
 Voicethread and Storytelling Workshop (2018): Instructional Design Course (3 hours)
 Instructor: George Haines, Voicethread International
 LGBTQ+ Safe Zone Training (2017): Short Seminar (3 hours)
 Instructor: Brad Grimes, West Virginia University

PROFESSIONAL ORGANIZATIONS

Eastern Communication Association (Life Member)

International Communication Association
National Communication Association