

## Michael W. Corrigan, Ed.D.

One John Marshall Drive, Jenkins Hall 211  
Huntington, WV 25755  
W: (304) 696-2961

email: [corrigan@marshall.edu](mailto:corrigan@marshall.edu)

### Education

- 2004 Ed.D. — West Virginia University  
Major: Educational Psychology  
Minor: Instructional Communication  
Dissertation: An Empirical Measurement of Interpersonal Community Engagement: Implications to Youth Communication Behaviors and the Instructional Setting.  
Dissertation Chair: Dr. Richard T. Walls
- 2001 M.A. — West Virginia University  
Major: Communication Studies  
Thesis: Social Exchange Theory, Interpersonal Communication Motives, and Volunteerism: Identifying Motivation to Volunteer and the Rewards and Costs Associated.  
Thesis Chair: Dr. Matthew M. Martin
- 1989 B.A. — Bowling Green State University (Ohio)  
Major: Interpersonal Communication  
Minor: Business  
Forensic Scholarship Recipient 1987-1989

## Research Grants Received

NSF Grant — In collaboration with faculty at University of California- Irvine, Co- Evaluator through the National Science Foundation (NSF) Math and Science (Co-Author) Partnership (MSP) Program we were awarded \$7,153,788 for a 5 year study to build on our previous grant research to develop, test and assess an Equitable Science Curriculum capable of being integrated through the Arts in Public Education. (Status: Ongoing.)

U.S.D.O.E. Grant — The Teaching Artist Project grades 3-5 was funded \$1.1 million in Co- Evaluator 2010 by the U.S. Department of Education to the study the integration of science and visual/performing arts lessons on the science achievement in student's grades 3-5. With a focus on English as a Second Language (ESL) students, in collaboration with the University of California Irvine, Biological Sciences and San Diego Unified School District Visual and Performing Arts, this project trained teachers to implement lessons in grades 3-5 that integrated earth, physical, and life sciences using the modalities of visual art, theatre, and dance.

U.S.D.O.E. Grant — Funded in 2010 by the U.S. Department of Education in Co-Evaluator collaboration with the Lake Elsinore Unified School District and the University of California, Irvine Special Projects were awarded \$942,000 to study the effects of professional development on the teaching of American History in 8th and 11th grades in Lake Elsinore Unified School District and additional surrounds school districts.

NSF Grant — In collaboration with NASA and NSF, in Spring '07 Co- Investigator we were awarded \$800,000 to work (3 years) with low income and minority children and focus on the effects of science curriculum in youth centers and the relationships to developing inquiry skills/ academic achievement, titled Communities Educating Tomorrow's Scientists (COMETS). (Status: Completed.)

*(Note: The following five U.S.D.O.E. Partnerships in Character Education Grants have provided an opportunity to replicate our quasi-experimental multi-dimensional education methodology in five states (N= 47,000+ Students, Parents, and Educators in 102 schools). The mixed methods approach seeks to take educational measurement beyond the reliance on one test score to a multi-dimensional assessment of "good" education through numerous interdisciplinary affective/ behavioral scales and multiple indicators/indices of academic achievement/challenges.)*

Character Education Grant— In September 2008 the Hillsborough County Department Evaluator of Education (Tampa Bay, Florida) was awarded \$1.6 million from the U.S. Department of Education to longitudinally study (4 years) character development and academic achievement of elementary students.

Character Education Grant — In October 2007 the Hamilton County Department Evaluator of Education (Chattanooga, Tennessee) was awarded \$2 million from the U.S. Department of Education to longitudinally study (4 years) character development and academic achievement of elementary and middle school students. (Status: Completed)

Character Education Grant — In collaboration with the Ohio Department Evaluator (Co-Author) of Education, in July 2006 we were awarded \$2.37 million from the U.S. Department of Education to longitudinally study (4 years) character development and academic achievement of middle/high school students. (Status: Completed)

Character Education Grant — In collaboration with the Guilford County Schools Evaluator (Co-Author) in Greensboro, North Carolina, in July 2006 we were awarded \$1.6 million from the U.S. Department of Education to longitudinally study character development in relation to academic achievement of middle school students for 4 years. (Status: Completed)

Character Education Grant — In collaboration with the West Virginia Department of Evaluator (Co-Author) Education, in July 2005 we were awarded \$1.87 million from the U.S. Department of Education to longitudinally study K-12 students over four years. Measuring effective ways to develop character in youth, the grant funds the continuation of my research into the impact of interpersonal community engagement. (Status: completed)

Byrne Grant Recipient — Received \$134,000 in Federal funding from June Primary Investigator 2000 to July, 2002 through the Department of (Co-Author) Justice/ Juvenile Division. The grants assisted in implementing my community-based program and researching the relationship between a youth's disconnection to community and deviant behavior (see [www.neighborsday.org](http://www.neighborsday.org)).

## Noteworthy Endeavors, Appointments, and Awards

Core5AfterSchool.org — After completing a consulting assignment for a state department of education which explored the status of their after school efforts statewide, my colleagues and I were inspired to create a free educational clearinghouse to help educators and parents focus on the five essential components our work determined were needed for after school efforts. Those five core components are: Fitness, Nutrition, Character, Parent Involvement and Academic Enrichment. The efforts and resources can be reviewed at [www.Core5AfterSchool.org](http://www.Core5AfterSchool.org).

US Dept. of Education — At the request of Kevin Jennings, former Assistant Deputy Secretary of Research Consultant Education, Director of the Office of Safe and Drug Free Schools, in October 2009 I became part of 35 leading researchers and practitioners nationwide he invited to guide the USDOE in developing a new measure for school climate. This new measure became an additional accountability tool under the new administration's Safe, Supportive Schools (S3) initiative to help schools improve performance and the lives of their students, parents, and staff.

Pacific Institute — In collaboration with research colleagues at Fordham University, of Research and Rutgers University, The Center for the Study of the Presidency Evaluation (PIRE) in DC, and the Pacific Institute of Research and Evaluation (who provided a \$15,000 development award to help us get started), we organized a diverse group of leaders in prosocial education research and policy to create a new umbrella term as a means to create new theory leading to national educational policy change. The initiative began with a symposium (May, 2009) at Rutgers which convened the broad collaborative of education research and policy leaders. From this first meeting we developed an outline to create a comprehensive reference text and white paper reflective of empirically sound prosocial research for educational reform. In October 2012 our book, *Handbook of Prosocial Education*, was released through Rowman and Littlefield and the white paper is being distributed nationwide.

Institute of Education — In June, 2008, I was granted access to the restricted data Sciences Licensed collected by the U.S. Department of Education IES Restricted Data Analyst division and trained to assist in analyzing educational data collected at the federal level on American school systems.

Director of Research — In December, 2006, I was appointed Director of Research for Marshall University's June Harless Center for Rural Education Research and Development. My duties included managing the research for numerous privately endowed and federally funded efforts to improve the current policy in education, as well as help develop a model school for the state of West Virginia. In June, 2008, these responsibilities grew to encompass the role of Director of Research for Marshall University's College of Education and Human Services Center for Research and Policy. As Director of Research for the college I continued to oversee the educational research taking place as well as assisting colleagues in counseling and kinesiology with grant development, methods, and analysis. This position is being phased out but I still assist colleagues.

Outstanding Graduate — In 2003, received two Outstanding Graduate Teaching Teaching Assistant Assistant awards from the Instructional Communication and Development Division of the International Communication Association and the West Virginia University Eberly College of Arts & Sciences for excellence in teaching.

Outstanding Citizen Award — October, 1999 was awarded a Community Commendation by the Columbus (Ohio) Police Force for outstanding efforts to help build safer communities.

## Academic Books

Corrigan, M. W. (March, 2014). *Debunking ADHD: 10 Reasons to Stop Drugging Kids for Acting Like Kids*, New York: Rowman and Littlefield. The book is a critical analysis of the research on ADHD and the pharmaceutical industry's impact on education and parenting in regard to the trend of medicating youth. It provides a light hearted yet comprehensive investigation into the questionable popular practice of medicating children that have been diagnosed with supposedly ADHD. It challenges parents and educators to consider the natural development process, long term effects of medication, parenting and instruction styles, and more importantly better understand what it actually means (or doesn't mean) for a child to be diagnosed correctly and labeled as ADHD.

Vincent, P. F., Corrigan, M. W., Hall, S. D., and Grove, D. (2014). *Core5: The after school antidote*. Boone, NC: Character Development Group.

Brown, P. M., Corrigan, M. W., & Higgins-D'Allesandro, A. (Eds.) (October, 2012). *Handbook of Prosocial Education*, New York: Rowman and Littlefield. This 800+ page edited reference book currently in-press brings together more than 60 leaders in pro-social education movements (e.g., school climate, service learning, socio-emotional, civic engagement, character education) under one umbrella concept. This book highlights the history, theory, research, and practices behind the efficacy and promise of prosocial education (i.e. building the social side of education) to complement academics and reshape current education policy.

Corrigan, M. W., Grove, D. and Vincent, P. F. (2011). *Multi-Dimensional Education: A Common Sense Approach to Data-Driven Thinking*. Thousand Oaks, CA: Corwin Press.

Corrigan, M. W. (2002, 2003). *Intercultural Communication Workbook and Teacher's Manual*. Acton, MA: Tapestry Press.

## Other Books (under development)

Corrigan, M. W. (Target 2016 publication). *Neighbor's Day*. I have finished updating a fictional story I wrote focused on connecting communities. I will be sending out the manuscript for review by December 2016.

Corrigan, M. W. (Target 2016). *Minimum Wage* is being written and will be submitted for publication in 2017. The book focuses on youth 12-18 having troubles with understanding the importance of an education to their future. The book centers on a curriculum I developed when working with incarcerated youth. It is intended to help youth see the reality of their actions and behavior, and how such actions now can have a great impact on their future.

## Chapters in Academic Texts

Corrigan, M.W., & Grove, D. (2012). A summary of the positive results produced. In L. Frontera, & Jackson, J. (Edd.). *The mirror of good character: A four-year effort to take theory to practice*. Boone, North Carolina: Character Development Group.

Corrigan, M.W., Brown, P.M., & Higgins-D'Allesandro, A. (2012). *Prosocial education: A coherent approach to putting applied theory in action*. In P. M. Brown, M. W. Corrigan, & A. Higgins-D'Allesandro, (Eds.). *Handbook of Prosocial Education*, New York: Rowman and Littlefield.

Corrigan, M.W. (2012). *The body of evidence*. In P. M. Brown, M. W. Corrigan, & A. Higgins-D'Allesandro, (Eds.). *Handbook of Prosocial Education*, New York: Rowman and Littlefield.

Corrigan, M.W., Vincent, P. F., & Hall, S. D. (2012). *The core five essentials: A prosocial application in after-school settings*. In P. M. Brown, M. W. Corrigan, & A. Higgins-D'Allesandro, (Eds.). *The Handbook of Prosocial Education*, New York: Rowman and Littlefield.

## Professional Publications

Corrigan, M.W., Brown, P.M., & Higgins-D'Allesandro, A. (2013). *The Case for Adding Prosocial Education to Current Education Policy: Preparing Students for the Tests of Life, Not Just a Life of Tests*, *Korean Educational Development Institute Journal of Education Policy*, 10(3), Special Issue.

Corrigan, M. W., Klein, T., & Isaacs, T. (2011). *Trust Us: Investigating the Instructional Power of Students' Trust in Teachers*. *Journal of Research in Character Education*, 8(2).

Punyanunt-Carter, N.M., Corrigan, M. W., Wrench, J. S., & McCroskey, J.C. (2010). *A Quantitative Analysis of Political Affiliation, Religiosity, and Religious-based Communication*. *Journal of Communication and Religion* 21(2), 1-32.

- Punyanunt, N., Wrench, J. S., Corrigan, M. W., & McCroskey, J. C. (2008). An examination of reliability and validity of the religious communication apprehension scale. *Journal of Intercultural Communication Research*, 37(1), 1-15.
- Corrigan, M. W., & Chapman, P. E. (2008). Trust in teachers: A motivating element to learning. *Radical Pedagogy*, 9(2).
- Corrigan, M. W., Grove, D., Vincent, P. F., Chapman, P. E., & Walls, R. T. (2007). The importance of multi-dimensional baseline measurements to assessment of integrated character education models. *Journal of Research in Character Education*, 5(2), 103-129.
- Weber, K., Martin, M. M., & Corrigan, M. W. (2007). Increasing organ donation consent. *Journal of Applied Social Psychology*, 37(10), 2435-2450.
- Corrigan, M. W., Pennington, B., & McCroskey, J. C. (2006). Are we making a difference?: A mixed methods assessment of the impact of intercultural communication instruction on American students. *Ohio Speech Communication Journal*, 44, 1-32.
- Corrigan, M. W., & Mortensen, D. (2006). Conceptualizing a strategic communication process model for crisis-mode public relations management. *American Communication Journal*, 8. See <http://acjournal.org/holdings/vol8/Fall/> for online manuscript.
- Weber, K., Martin, M. M., & Corrigan, M. W. (2006). Creating persuasive messages advocating organ donation. *Communication Quarterly*, 54, 67-87.
- Wrench, J. S., Corrigan, M. W., McCroskey, J. C., & Punyanunt-Carter, N. M. (2006). Religious fundamentalism and intercultural communication: The relationships among ethnocentrism, intercultural communication apprehension, religious fundamentalism, homonegativity, and tolerance for religious disagreements. *Journal of Intercultural Communication Research*, 35, 23-44.
- Corrigan, M. W., & Martin, M. M. (2004). Volunteerism: The rewards and costs expected and experienced. *Journal of Volunteer Administration*, 22(1), 22-26.
- Weber, K., Johnson, A., & Corrigan, M. W. (2004). Communicating emotional support and its relationship to feelings of being understood, trust, and self-disclosure. *Communication Research Reports*, 21(3).
- Weber, K., Fornash, B., Corrigan, M. W., & Neupauer, N. C. (2003). The effects of interest manipulations on the recall of lecture material: An experiment. *Communication Research Reports*, 20, 116-123.

## Research Manuscripts

### **UNDER REVIEW**

Corrigan, M. W., Grove, D., Burton, L. & Vincent, P. F. Pondering Pygmalion in Appalachia: Longitudinal Changes in Teacher Attitudes. Paper under review with Journal of Research in Character Education.

Chapman, P. E., Corrigan, M. W. & Walls, R. T. The face of character in West Virginia. Paper under review with Journal of Appalachian Studies.

### **IN-PROCESS FOR SUBMISSION**

Corrigan, M. W. & Grove, D., Validating the multi-dimensional assessment. Paper to be submitted to a American Educational Research Association or American Evaluation Association journal.

Corrigan, M. W. & Grove, D., Assessing education multi-dimensionally through a systemic model. Paper to be submitted to American Educational Research Association or American Evaluation Association journal.

## Professional/Convention Research Presentations

### **INVITED FEDERAL AND STATE LEVEL**

Grove, D. & Corrigan, M. W. (September, 2014). Results of a three year study on the integration of science-based arts lessons in grades 3-5. Presented at the California Department of Education's Improving Teacher Quality Research Symposium in Sacramento, California.

Grove, D. & Corrigan, M. W. (October 2011). Teaching Artist Project 3-5. Presented California Post-Secondary Commission on Research and Dissemination Improving Teacher Quality Sacramento, California.

Corrigan, M. W. & Cohen, A. (August, 2009). Connecting communities in pro-social education. Presented at the request of the U.S. Department of Education Partnerships in Character Education Programs in Baltimore, Maryland.

Corrigan, M. W. (Grant Meeting Research Facilitator) (October, 2008). Preparing for Mid-term Reporting. Facilitated at the request of the U.S. Department of Education Partnerships in Character Education in Washington, D.C. seeking to improve grant assessment at the federal level.

Corrigan, M. W. & Grove, D. (June, 2008). Creating smart and good schools: An update. Presented at the request of Ohio Partnerships in Character and Ohio Department of Education for the Character Education Academy in Columbus, Ohio.

Corrigan, M. W. (June, 2008). Character education: A multi-dimensional perspective for "Good" Education. Presented at the request of the West Virginia Department of Education in Charleston, West Virginia.

Corrigan, M. W. (February, 2008). How to best evaluate the effectiveness of character/ethics education efforts. Facilitation of roundtable discussions at the request of Center for the Study of the Presidency for the National Consortium for Character-Based Leadership Symposium at Georgetown University.

Corrigan, M. W. (December, 2007). How to best evaluate the effectiveness of character/ethics education programs. Consultation provided at the request of Center for the Study of the Presidency for the National Consortium for Character-Based Leadership project in Washington, D.C.

Corrigan, M. W. & Marshall, J. (July, 2007). A glimpse into the future of character education research. Presented at the request of the U.S. Department of Education for Annual Conference of Office of Safe and Drug-free Schools, Washington, D.C.

Corrigan, M. W. (June, 2007). Exploring a multi-dimensional model of “good” education. Presented at the request of Ohio Partnerships in Character and Ohio Department of Education for the Character Education Academy in Columbus, Ohio.

Burton, L. G., & Corrigan, M. W. (August, 2007). Integrating effective character education into rural schools: Baseline measurements on student participant self-reported measures and academic achievement. Presented at the request of the West Virginia (WV) Department of Education’s State Board in Charleston, WV.

Corrigan, M. W. (Research Symposium Facilitator) (December, 2005). Feedback and Recommendations on Lessons Learned. Facilitated at the request of the U.S. Department of Education for Character Education Evaluation Symposium in Washington, D.C. seeking to improve grant assessment at the federal level.

## **PANELS AND CONCEPTUAL PRESENTATIONS PRESENTED AT NATIONAL AND REGIONAL CONFERENCES**

Corrigan, M. W. (September, 2016). More Reasons to Stop Drugging Kids. Presented at the Rethinking Children’s Mental Health Conference in New York, New York at New York University.

Corrigan, M. W. (November, 2015). 10 Reasons to Stop Drugging Kids for Acting like Kids. Presented at the Symposium on Children’s Mental Health in Albuquerque, New Mexico at the African American Performing Arts Center.

Corrigan, M. W. (October, 2015). 10 Reasons to Stop Drugging Kids for Acting like Kids. Presented at the Symposium on Children’s Mental Health in Albany, New York at the College of Saint Rose.

Corrigan, M. W. (April, 2015). Debunking ADHD. Presented at the Empathic Therapy Conference in Lansing, Michigan at Michigan State University.

Corrigan, M. W. (October, 2014). Debunking ADHD. Presented at the ADHD Conference in Onondaga Community College in Syracuse, New York.



Corrigan, M. W. (June, 2014). Multi-Dimensional Assessment: Rachel's Challenge Program's Evidence-Based School-Wide Improvement Process. Evaluation and needs assessment concept presented at the Rachel's Challenge annual summit of educators in Denver, Colorado.

Corrigan, M. W. (August, 2013). The core five components to successful after school efforts. Presented at the Educational Council's Off to a Great Start Conference in Columbus, Ohio.

Corrigan, M. W., Grove, D., & Vincent, P. (June, 2013). Introducing the New Rachel's Multi-Dimensional Assessment: Transforming Rachel's Challenge Program Efforts into an Evidence-Based School-Wide Improvement Process. Evaluation and needs assessment concept presented at the Rachel's Challenge annual summit of educators in Dallas, Texas.

Brown, P., Corrigan, M. W., Grove, D., Vincent, P., Cohen, J. McKay, L. and Snyder, D. (November, 2012). Prosocial Education: A Ship to Carry Us Forward. Discussion panel presented at the 2012 Character Education Partnership National Forum Conference in Washington, D.C.

Grove, D, Corrigan, M. W., & Vincent, P. (November, 2010). The Meaning of Multi-Dimensional Data at the Student, Classroom, and School Level. Evaluation concept presented at California Education Research Association for the annual conference in San Diego, California.

Grove, D, Corrigan, M. W., & Vincent, P. (November, 2010). The Promise of a Multi-Dimensional Assessment for Organizational and Instructional Improvements Toward Student Learning. Evaluation concept presented at California Education Research Association for the annual conference in San Diego, California.

Corrigan, M. W., Grove, D., Vincent, P. & Miller J.C. (February, 2010). Multi-dimensional education: The seven dimensions that influence school(s) success. Organizational assessment concept to be presented at National Conference on Education for the annual conference in Phoenix, Arizona.

Corrigan, M. W., & Grove, D (December, 2008). A multi-dimensional assessment of school success: A new lens for understanding school improvement and success. Evaluation concept presented at California Education Research Association for the annual conference in Palm Springs, California.

Corrigan, M. W., Grove, D. & Isaacs, T. (2008). Introducing the character education infusion rubric: Today's process evaluation tool for character education. Discussion panel presented at the 2008 Character Education Partnership National Forum Conference in Washington, D.C.

Corrigan, M. W., Grove, D. & Vincent, P. F. (2008). The process of character education: Approaching character education through a multi-dimensional lens. Discussion panel presented at the 2008 Character Education Partnership National Forum Conference in Washington, D.C.

Jackson, J. & Corrigan, M. W. (2008). Instructional coaching for character. Discussion panel presented at the 2008 Character Education Partnership National Forum Conference in Washington, D.C.

Stalnaker, S. K., Brown, N. E. & Corrigan, M. W. (2008) Integrating effective character education into rural schools: Four replicable models. Discussion panel presented at the 2008 Character Education Partnership National Forum Conference in Washington, D.C.

Corrigan, M. W., Grove, D. & Vincent, P. F. (2008). Good education is multi-dimensional. Discussion panel and workshop presented at the 2008 Character Plus 13th Annual Conference in St. Louis, Missouri.

Corrigan, M. W. (Chair & Participant), Vincent, P. F., Jackson, J., & Frontera, L. (2007). Character coaching: A model for integrating character education into the classroom. Discussion panel presented at the 2007 Character Education Partnership National Forum Conference in Washington, D.C.

Corrigan, M. W. (Chair & Participant), Grove, D., & Marshall, J. (2007). Applying a golden standard to character education research: Success through sound methodology and measurement. Discussion panel presented at the 2007 Character Education Partnership National Forum Conference in Washington, D.C.

Corrigan, M. W. (Chair & Participant), Chapman, P. E., Burton, L. B., & Vincent, P. F. (2006). Assessing the face of character: The development and testing of a scale to gauge the character of rural school children. Discussion panel presented at the 2006 Character Education Partnership National Forum Conference in Washington, D.C.

Corrigan, M. W. (Chair & Participant), Grove, D., Berkowitz, M., Delasandro-Higgins, A., Marshall, J. & Chapman, P. E. (2006). A glimpse into the future of character education research. Discussion panel presented at the 2006 Character Education Partnership National Forum Conference in Washington, D.C.

## **PAPERS PRESENTED AT INTERNATIONAL, NATIONAL, AND REGIONAL CONFERENCES**

Corrigan, M. W., Grove, D. & Gargani, J. (April, 2012). The Variance of Accountability: Investigating Achievement Scores Through Applied Multi-Dimensional Assessment. Paper presented at American Education Research Association 2012 conference in Vancouver, Canada.

Corrigan, M. W., Grove, D., Vincent, P. F. & Burton, L. (2011). Pondering a Pygmalion in Appalachia: Examining the impact of a pro-social based intervention on educator perceptions and student outcomes. Paper presented at American Education Research Association 2011 conference in New Orleans.

Isaacs, T., Corrigan, M. W., & Murphy, R. (2010). The Development of an Integrated Character Education Approach. Paper to be presented at Eastern Educational Research Association conference in Savannah, Georgia.

Corrigan, M. W., & Grove, D. (April, 2009) Multi-dimensional Baseline Measurement of Integrated Character Education Models. Paper presented at American Educational Research Association for the annual conference in Spring, 2009.

Cartwright, T., Jackson, J., & Corrigan, M. W. (January 2009) Transforming pre-service elementary educator's science teaching practices through informal teaching. Paper presented at ASTE, Hartford, CT.

Corrigan, M. W., Grove, D., Vincent, P. F., Chapman, P. E., & Walls, R. T. (2008). The importance of multi-dimensional baseline measurements to assessment of integrated character education models. Paper presented at American Evaluation Association for the annual conference in Denver, Colorado.

Papers Presented at International, National, and Regional Conferences (Continued)

Cartwright, T., Jackson, J., & Corrigan, M. W. (2008) Impact of on-going informal teaching on pre-service elementary educators. Paper presented at MA-ASTE, Lake Lure, NC.

Corrigan, M. W., & Mortensen, D. E. (2008) Should taglines argue? Enthymematic approaches for activists constructing high elaboration taglines, slogans, and mottos. Paper presented at the Central States Communication Association for the annual conference in Madison, Wisconsin.

May, L., & Corrigan, M. W. (2007). Researching the Role of Intercultural Communication Competencies and Interests with Satisfaction in Study Abroad Experiences. Paper presented at the 2007 American Communication Association Conference in Taos, New Mexico. \* Student/Faculty Research Collaboration

Corrigan, M. W., & Walls, R. T. (2007). The significance of interpersonal community engagement to character development and instructional efforts. Paper presented at the 2007 Hawaii International Conference on Education in Honolulu, Hawaii.

Corrigan, M. W., Wrench, J. S., McCroskey, J. C., & Punyanunt, N. (2006). Politics and religious communication apprehension. Paper presented to the Political Communication Division of the 2006 National Communication Association Conference, San Antonio, Texas.

Wrench, J. S., Corrigan, M. W., McCroskey, J. C., & Punyanunt, N. (2006). Homonegativity and religion: The interrelationships among homonegativity, communication apprehension, and religion. Paper presented to the Gay and Lesbian Division of the 2006 National Communication Association Conference, San Antonio, Texas.

Punyanunt, N., Corrigan, M. W., Wrench, J. S., & McCroskey, J. C. (2006). Validation of the religious communication apprehension scale. Paper presented to the Communication Apprehension Division of the 2006 National Communication Association Conference, San Antonio, Texas.

Corrigan, M. W. (2006). When Harry met Sachiko: Highlighting the longevity and benefits of cross-cultural student partnerships to the intercultural Communication Instruction Process. Paper presented to the Intercultural Communication division of Central States Communication Association 2006 Conference.

Corrigan, M. W. (2005). Assessing the verbal and nonverbal communication of public relations: Conceptualizing a strategic communication process model for crisis-mode public relations management. Paper presented to the Conference on Corporate Communication 2005, Oxfordshire, England.

Corrigan, M. W. (2004). Validating a quantitative measurement of community-based communication: The significance of interpersonal community engagement to youth development and instructional communication efforts. Paper presented to National Communication Association for the Fall 2004 conference in Chicago.

Corrigan, M. W. (2004). Trust in teachers: A motivating element to learning. Paper presented to Eastern Communication Association for Spring 2004 meeting in Boston.

Corrigan, M. W. (2003). The significance of community: Measuring trust in teachers and community affect. Paper presented to the National Communication Association for Fall 2004 conference in Miami, Florida.

Corrigan, M. W., & McCroskey, J. C. (2003). Intercultural communication instruction: Changing ethnocentric views. Paper presented to the National Communication Association for Fall 2004 conference in Miami, Florida.

Corrigan, M. W., Pennington, B., & McCroskey, J. C. (2003). Intercultural communication instruction: Positive vs. negative, and quantitative vs. qualitative outcomes. Paper presented to the Speech Communication Association of Puerto Rico for Fall 2004 meeting, Puerto Rico.

Pennington, B., & Corrigan, M. W. (2003). Examining students' ethnocentrism & interethnic communication apprehension: Are intercultural communication classes really effective in changing student attitudes & behaviors? Paper presented to the 2003 World Communication Association Biennial Conference, Stockholm, Sweden.

Corrigan, M. W., McCroskey, J. C., & Weber, K.A. (2003). Changing student affective orientations through intercultural communication: The impossible dream?. Paper presented to the International Communication Association 2003 Annual Conference in San Diego, California.

Corrigan, M. W., & Johnson, A. (2003). The significance of community: A measurement of community connectedness and implications to instructional communication challenges. Paper presented to the Annual Meeting of the Eastern Communication Association, Washington, D.C..

Corrigan, M. W., & McCroskey, J. C. (2002). Intercultural communication instruction: Positive and negative outcomes. Paper presented at the Speech Communication Association of Puerto Rico convention, San Juan, Puerto Rico.

Corrigan, M. W., & Martin, M. (2002). Social exchange theory, interpersonal communication motives, and volunteerism: Identifying motivation to volunteer and the rewards and costs associated. Paper presented at the Applied Communication Division of the National Communication Association, New Orleans, LA.

Weber, K. A., Fornash, B., Corrigan, M. W., & Neupauer, N. C. (2002). The effects of interest on recall: An experiment. Paper presented at the Instructional Development Division of the National Communication Association, New Orleans, LA.

Corrigan, M. W., & McCroskey, J. C. (2002). Measuring the effects of intercultural communication instruction. Paper presented at First Biennial Summer Conference on International and Intercultural Communication in Lincoln, NB.

Corrigan, M. W., & Martin, M. (2002). Interpersonal communication motives and volunteerism: Identifying motivation to volunteer. Top four paper in applied communication presented at the Annual Meeting of the Eastern Communication Association, New York.

Weber, K., Johnson, A., & Corrigan, M. W. (2002). Communicating emotional support and its relationship to feelings of being understood, trust, and self-disclosure. Paper presented at the Annual Meeting of the Eastern Communication Association, New York.

Corrigan, M. W., & Johnson, A. D. (2001). Self-disclosure, faith-in-others, and emotional support. Paper presented at the Annual Meeting of the Eastern Communication Association, Portland, Maine.

Corrigan, M. W., & Johnson, A. D. (2001). The faith of disclosure. Poster session on paper presented at the Eberly College Second Annual Student Research Symposium, West Virginia University.

Corrigan, M. W., & Leyden, K. (2001). Communication apprehension and community: Do neighborhoods matter? Paper presented at the Annual Meeting of the Eastern Communication Association, Portland, Maine.

Leyden, K. & Corrigan, M. W. (2000). Do neighborhoods matter? Social capital, suburban sprawl, and youth alienation. Paper presented at the Annual Meeting of the Northeastern Political Science Association, Albany, New York.

## Professional Work and Teaching Experience

Senior Lecturer (2016- Present), Ohio State University, Columbus, OH.

As a senior lecturer in the Educational Studies Department I am responsible for teaching graduate level Research Methods and Statistical Analysis.

Associate Professor (2006- Present), Marshall University, Huntington, WV.

As associate professor (tenured) in the Educational Foundations Department I am responsible for enthusiastically teaching Educational Psychology, Human Development, and graduate level Research Methods, Analysis and Writing. My duties also include continuing an active research agenda and service to the university and community.

Director of Research (2006- 2013), The Marshall University College of Education, Center for Research and Policy, Huntington, WV.

As director of research I was responsible for the grant management, designing methods for research projects, and data collection for numerous projects that the center studied. These studies ranged from studying the effectiveness of the new K-5 model school that the center developed in collaboration with the West Virginia Department of Education to the design of therapeutic research efforts on returning veterans. I also am in charge of grant development as well as oversight of staff and research assistants.

Partner (2008- Present), Multi-Dimensional Education (MDed) Inc., Galena, OH. MDed offers a multi-dimensional data-driven approach to systemic change, and provides evaluation services and assessment to school systems and foundations seeking to more effectively measure organizational success. Now managed by Qualtrics, LLC.

Assistant Professor (2004- 2006), Edgewood College, Madison, WI. As assistant professor I shared the responsibility for developing a new communication studies major and minor. During my stay the major grew from 11 to approximately 65 before my resignation. Director of basic courses duties included: developing new curriculum, rewriting course offerings and catalog descriptions, creating program's web site, hiring and administrating 7 adjuncts per semester for 10 required speech classes, promoting major, working on budget needs, advising 49+ undergrads, developing assessment protocol, developing new internship network of 70+ organizations, teaching a 4/4, serving on committees (including the Academic Restructuring Task Force), developing a speech support center, and organizing a communication study abroad program in the U.K. Also taught Executive Communication for MBA program.

Full-time Instructor/Lecturer (2001-2004), West Virginia University, Morgantown, WV. While completing my doctorate in Educational Psychology, I served as a full-time instructor/lecturer for an assortment of classes in the WVU Communication Studies Department. See detailed list of classes taught and administrative duties in next section.

President (1999-2005), Neighbor's Day Initiative Group, Huntington, WV. With the help of a few dedicated individuals, the Neighbor's Day Initiative Group (a 501 (c) 3 not-for-profit entity) implemented community-based efforts and research aimed at enriching child development through increased positive community communication. My fictional story called Neighbor's Day went from a State of Ohio government recognized day of celebration to an annual event for communities to build stronger bonds. Featured in publications such as the Christian Science Monitor, the effort garnered national attention annually and in the past sponsored the Better Neighbors Program; an effort that helped school children experience the positive feelings of being a contributing community member. See [neighborsday.org](http://neighborsday.org) for more information.

Co- Owner (2000-2005), WV Hitt Properties, LLC, Morgantown, WV. I was co-owner of a renovation and property acquisition company that specialized in historical renovation. While in Morgantown we developed riverfront property and an abandoned 4-floor National Register of Historic Places warehouse into luxury riverfront condominiums, and business offices.

Owner (1995-2000), MC2- Michael Corrigan Consulting, Columbus, OH. MC2 was a small consulting firm that handled marketing and communication needs. We specialized in public relations, creative writing, marketing management, graphic design, and general organizational development. My staff size ranged from 2-12 employees. Clients included International Fund for Animal Welfare (IFAW), Toyota Racing, and Meals on Wheels.

## Academic Teaching Experience

### **OHIO STATE UNIVERSITY**

Fall 2016 Introduction to Research Methods\* (ESQREM6625)  
Introduction to Educational Statistics (ESQREM6641)  
Regression Analysis (ESQREM7651)

### **MARSHALL UNIVERSITY**

Fall 2006 Learning Theory/Educational Psychology\* (EDF319)

Spring 2007 Human Development (EDF218)

Spring 2008 Applied Research Methods (CI580- Special Topics)  
Advanced Instructional Strategies (CI624)  
Thesis Advisor (EDF 681)  
Research in Character Education (CI580- Special Topics)

Spring 2009 Human Development (Honors level) (HON296)

Fall 2010 Educational Research and Writing\* (EDF621)  
(\* Taught via Traditional, Technology Enhanced and Online)

### **EDGEWOOD COLLEGE**

Fall 2004 to Spring 2006 Speech Communication (CA101 Administrator all sections)  
Interpersonal Communication (CA240)  
Executive Communication (MBA level) (BUS 601)

Spring 2005 to Spring 2006 Advanced Organizational Communication (CA318)  
Intercultural Communication (CA317)

Fall 2005 Advanced Communication Theory (CA310)  
Freshman Forum  
Intro to Organizational Communication (CA241)

Spring 2006 Research Methods (CA313)

### **WEST VIRGINIA UNIVERSITY**

Fall 2001 to Spring 2004 Intercultural Communication (COMM 316)  
Nonverbal Behavior (COMM 308) (\*Course administrator)

Summer 2002 Media Communication & Education (COMM 615)

Summer 2002 and 2003 Theories/ Intercultural Communication (COMM 626)

Fall 2002 Presentational Speaking (Comm 103)  
Introduction to Business\* (Comm 493Q) (\* Distance Learning Class)

- Spring 2003    Communication Theory and Research I (Comm 200)  
Introduction to Business Communications\* (Comm 303Q) (\* Distance Learning Class)
- Summer 2003    Organizational Communication (Comm 306)  
(Note: Excellent Teaching Evaluations for all schools available upon request.)  
Additional Teaching and Public School Experience

## Additional Teaching and Public Service Experience

- 1996 to 1998    Franklin County Youth Correctional Facility (Ohio), Creative Thinking & Writing Instructor
- 1985 to 1988    Eastwood Local Schools (Northwest Ohio)  
Head Junior High Football Coach

## College Related Academic Achievements and Service

### **MARSHALL UNIVERSITY**

Chaired Tenure and Promotion Committee

Served on College of Education Assessment Committee

Chaired the Planning and Review Committee

Serve on the Academic Festival Ad Hoc Committee

Served on the Undergraduate Scholarship Initiative Committee

Served on the Capstone Committee

Served on the UPCLITE COEHS Committee

Served on the search committee for the COEHS Associate Dean

Served on New Directions Committee

Served on Research Faculty Interview Panel for the university's search committee assigned to hire the new VP of Research

Appointed as Director of Research for The COEHS Center for Research and Policy

Assisted Medical College in exam validation for American Board of Medical Examiners

Assisted the Counseling Department with grant procurement in NLP

Developed and submitted three grant proposals for colleagues within the College of Education and Human Services to study mathematics curricula and PTSD therapies



Provided requested training seminar for faculty on SPSS and research methods

Served on the Huddle Up for Success committee working with the NFL's Troy Brown and his wife Kim to energize their local youth sports league and after school program

Developed and ran a Character Based Literacy Project for local at risk youth

Donated time and money to assist the local Salvation Army's Boys & Girls Club to furbish their offices and classrooms for after school programs

Awarded numerous travel grants for a conference presentation

Served as reviewer of School of Education Capstone Projects each semester

### **EDGEWOOD COLLEGE**

Served on Academic Restructuring Task Force

Served on Assessment Committee for General Education Revision

Served on the Faculty Satisfaction Assessment Committee

Served on selection committee for travel abroad students

Served on selection committee for new director of marketing

Served on search committee for new communication studies position

Awarded three travel grants for conference presentations

Appointed Director of Communication Studies' basic courses

Developed department web site for Communication Studies major, see [http://commarts.edgewood.edu/communication\\_studies.htm](http://commarts.edgewood.edu/communication_studies.htm)

Developed/supervised internship program

Taught a freshman forum class

Advisor for National Communication Association recognized communication student organization

Developed Speech Class Tutor Lab

Hosted three highly publicized 2004 Debatewatch Events

Assisting with the development of Mom's Turn to Learn Program

Received \$3,500 from the William H. Young Center in May 2005 to travel to the U.K. to investigate faculty-led study abroad opportunity.

## Discipline Related Service

Reviewer of Drs. Anita Woolfolk and Nancy Perry's "Child and Adolescent Development" (2nd Ed.) text for Pearson.

Reviewer (Ongoing) for Non-Profit and Volunteer Sector Quarterly.

Reviewer (Ongoing) for U.S.-Israel Binational Science Foundation.

Reviewer (Ongoing) for Journal of Research in Character Education.

Reviewer for American Educational Research Association, Measurement and Research Methodology Division.

Editorial Board Member — Reviewer for Ohio Communication Journal.

Reviewer (Winter, 2005) for the National Communication Association Political Communication Division in regard to NCA 2005 paper proposals.

Debatewatch Researcher — Took an active role in the National Communication Association sponsored Debatewatch research by collecting data on Madison area Debatewatch attendees.

Respondent for the Nonverbal Communication and Culture Panel at the Annual Meeting of the Eastern Communication Association, Washington, D.C., 2003.

Guest Reviewer (Fall, 2002) for Communication Teacher's special journal on service learning.

Chair and Respondent for an Interpersonal & Organizational Communication Panel at the Annual Meeting of the Eastern Communication Association, New York, 2002.

Chair for Instructional Development Division at the Annual Meeting of the National Communication Association, New Orleans, Louisiana, 2002.

Reviewer of Driscoll, M. P. (2001). Psychology of learning for instruction, Needham Heights, MA: Allyn & Bacon.

### **STATISTICAL AND COMPUTER SKILLS**

Highly proficient in SAS, SPSS, MS Office applications, and other software programs.

### **OTHER DISCIPLINE RELATED ACTIVITIES**

Contributing Writer — Foster Focus Magazine published article "Making a Measurable Difference Foster Care" in the September 2016 issue.

Writer/Blogger — In 2015, I joined the list of experts at [www.psychologytoday.com](http://www.psychologytoday.com) and periodically write articles related to child development, education and psychology.

Writer/Blogger — In 2013, I joined the list of experts at [www.madinamerica.com](http://www.madinamerica.com) and periodically write articles related to child development, education and psychology.