

Spring 2018, Spring 2020, Spring 2022

Course taught: COMM 860AO, *Communication Case Studies Methods*

This class examines the creation of communication strategies and application of communication techniques in industry and society through case studies. Students learn how to analyze and create case studies as a qualitative research method.

Fall 2009 to present (every semester)

Course taught: COMM 626, *Campaigns*

This is the capstone course for IMC majors. In this class we pull together all the theory and skills from other IMC courses and apply it by creating real campaigns for 3-5 Wichita non-profit clients. Students learn the four pillars of an IMC campaign (research, planning, implementation, and evaluation) and create a plans book for the client. In most cases, the students also implement and evaluate their IMC campaign as well.

Spring 2012, Spring 2014, Spring 2017, Spring 2019, Spring 2021

Course taught: COMM 862A, renumbered COMM 832, *Historical Methods*

This course teaches students how to go beyond simple description or numerical analysis to truly understand what happened in the past. Students learn to identify, research, and write good history. The class takes a topical look at _____, using those works to understand how good history is conceptualized, researched, and written. In addition, students write a conference-worthy research paper on a media history topic of their choice.

Spring 2015, Spring 2016

Course taught: COMM 662T *IMC Practicum/Ad Astra*

This class is run as a communication agency. I am the president responsible, among other things, for gaining clients, assigning work, proofing copy, maintaining a schedule, and billing. Students create real-world professional work for paying clients. This work includes promotional videos, brochures, media ads, website content, newsletters, news releases, and other promotional
semester and then present their new skills to the class.

Fall 2005, Spring 2007, and Fall 2008 to present.

Course taught: COMM 631, *Historical and Theoretical Issues in Communication*

The class examines the development of various issues in communication in historical context. Emphasizes different humanistic and scientific theories of communication and the historical development of mediated communication. Students complete essay exams, weekly writing assignments, and a 10-12 page research paper.

Fall 2008 to present

Course taught: COMM 324, *Introduction to Integrated Marketing*

This course provides an overview of the theories and practices of IMC. Students learn how and why IMC strategies are created, executed, monitored, and evaluated and how the messages are tailored to the customer and other publics. Students will gain a general knowledge in the following areas: branding, advertising, media buying and selling, consumer research, marketing, public relations and publicity, ethical and legal issues, and message creation, execution, and evaluation.

Fall 2007, Spring 2009, and Spring 2011.

Course taught: COMM 511, *Strategic Communication in Organizations*

This course emphasizes the importance of effective face-to-face communication in building meaningful relationships, grooming civic leadership, and producing marketable employees. Human communication skills taught include: how to give effective presentations, facilitate small group discussions, handle conflict, manage diverse constituencies, and cultivate leadership and consulting skills in the workplace. Students are introduced to the basic principles of strategic communication at various levels: organizational,

Services, Inc., to formulate, implement, and evaluate a comprehensive strategic communication plan that was later adopted by the agency.

University of Alabama
(Summer teaching only)

Summers 1999, 2000.

Course taught: MC409, *Media History*

This course covered American media history from early printing methods to today including newspapers, pamphlets, broadsides, radio, television, public relations, advertising, and new media. Students completed two ten-page research papers with a minimum of ten sources each, ten quizzes, and a class presentation.

Summers 1997, 1998.

Course taught: JN211, *News Writing*

This course covered all forms of news writing including spot news, in-depth reporting, features, sports, beats, obits, and event writing. Students were required to complete nine writing assignments and have one article published in local newspapers or magazines.

Graduate Newspaper Mentor, Program for Rural Services and Research, University of Alabama, Dr. John E. Shelton, Director. August 1996 to 1999.

Responsibilities included advising high school newspaper staffs on production of community newspapers; planning and teaching workshops on writing, editing, design, interviewing, staff organization, advertising, computer maintenance, photography, and all other aspects of producing a newspaper; and conducting research on the effects of school-produced newspapers on community-school relations.

Instructor, University of Alabama, short course, March 1997.

Course taught: Writing press releases that get results

This course presented to the faculty and staff of the Program for Rural Services and Research covered writing press releases for local and national newspapers and magazines, the use of photographs with news stories, the procedures for sending in and following up on a press release, and tips on helping others write press releases for PRSR events.

Advisor, Tuscaloosa Academy newspaper class, Fall 1995.

Responsibilities included teaching news, feature, editorial, sports, and column writing; coaching ad sales and money management; teaching newspaper design; and helping students organize their staff and critique their work.

ADMINISTRATIVE WORK

Co-Director, The Research Partnership, Wichita State University, 2018-present.

Responsibilities include managing all contracts, working with legal on issues, presenting to business and professional organizations, overseeing staff, meeting with clients to identify needs and budget, conducting focus groups and other research for clients, creating contract proposals, writing research reports, giving final presentations, etc. I also work with graduate and undergraduate students who want to use the facilities and coordinate with any faculty who want to include applied learning experiences for their students.

Graduate Coordinator, MA in Communication, Wichita State University, 2013-present

Responsibilities include recruiting students, evaluating all applications, advising all students in the program, working with students to select committee members, selecting GTAs and assigning duties, writing evaluations and reports for program review, nominating students for graduate student awards, evaluating departmental graduate student awards, approving all plans of studies, exception forms, and other student-related paperwork, etc.

PROFESSIONAL EXPERIENCE

Associate Director, WSU-LINK, Wichita State University, 2003-2008.

Oversee daily operations of WSU-LINK, facilitate partnerships between Wichita State University faculty and the community, organize monthly, topical, forums for WSU faculty and the community, produce a quarterly newsletter, maintain and design the LINK website, produce the 60-page People to People brochure, organize special events for campus/community partnerships, coordinate the advertising and evaluation of the meetings and national conferences, support university-wide outreach and engagement efforts

Parcell, W. C. & **Parcell**, L. M. (2009). Communicating conceptual and cognitive uncertainty with hermeneutics and semiotics: Examples from stratigraphic applications. *Geological Society of America Annual Meeting Abstracts with Programs*, vol. 41, no. 7 (pp. 379). Portland, OR: GSA.

Parcell, L. M., Lamme, M. O., and Cooley, S. C., (2009) Learning from the trades: Public relations, journalism, and news release writing, 1945-2008. *AEJMC News* vol. 42, no. 5 (pp. 32) July.

Parcell Understanding news media processes and values to promote community support of geoscience. *Geological Society of America Annual Meeting Abstracts with Programs*, vol. 39. (pp. 379). Boulder, CO: GSA.

Mullikin, L. (1997, March). Civil war journalists: Profe

Parcell, L. and Jarman

Content analysis of curriculum elements in the first season of *Blue's Clues*, Nickelodeon, \$3,775, 1997.

Assessing the kindergarten and first grade success of regular viewers of *Allegra's Window* and *Gullah Gullah Island*, Nickelodeon, \$10,000, 1997.

Content analysis of curriculum elements in second season of *Allegra's Window* and *Gullah Gullah Island*, Nickelodeon, \$3,775, 1996.

Longitudinal assessment of the impact of selected Nick Jr programs, Nickelodeon, \$132,000, 1996.

REFEREED CONFERENCE PRESENTATIONS

Myers, P., and **Parcell**, L.M. (2021, October) Beauty and the bran: Kellogg cereal industry.

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decades of best-selling mystery novels. Presented at the International Society for the Empirical Study of Literature, Toronto, Canada.

Mullikin, L. (1999, October). The American media and their influence on world affairs, 1900-1918. Presented at American Journalism Historians Association, Portland, Oregon.

Mullikin, L., & Bryant, J. A. (1999, May). Effects of curriculum-based television programming on behavioral assessments of flexible thinking and structured and unstructured prosocial play behaviors. Presented at International Communication Association, San Francisco, CA.

Mullikin, L., & Bryant, J. (1999, April). A meta-analysis of the effects of media health campaigns directed at children. Presented at Eastern Communication Association, Charleston, WV.

Raney, A.A., Ralstin, L., McCollum, J., & **Mullikin, L.**, (1999, August), Preschool children and cognitive development: The effects of viewing *Blue's Clues*. Presented at Association for Education in Journalism and Mass Communication, Chicago, IL.

Mullikin, L. (1998, October). The Expanding Use of Features in the Early 20th-Century Press. Presented at American Journalism Historians Association Conference, Louisville, KY.

McCollum, J., & **Mullikin, L.** (1998, April). Longitudinal assessment of curriculum-based

Journalism History, *The Jungle* as an Agenda-Setting Force: Upton Sinclair and the Pure Food
(2018)

American Journalism,

Journalism History

-Century

American Journalism, Ethics and the Profession: The Crystallization of Public Relations from
Incorporation to Accreditation

Journalism History

fit and Consuming Self-Help: Fowlers and Wells

Journal of American History, “

American Journalism Historians Association Board of Directors, 2011-present
Finance Chair for the American Journalism Historians Association, 2011-2014
Finance Officer for the American Journalism Historians Association, 2014-present
Chair of the Special Subcommittee for Long-Term Financial Planning, 2012-present

WSU

LAS Dean s Advisory Board, 2019-present
The Research Partnership, 2017-present
Elliott School of Communication Graduate Coordinator, 2013-present
Chair of Elliott Graduate Committee, 2013-present
IMC Faculty Search Committee, chair, 2010-2014, 2018, 2021 (three times)
Chair of the ESC Space Utilization Committee, 2013-present
Public Relations Student Society of America Co-Faculty Advisor, 2008-present
Convergent Sciences Building Planning Committee, 2020
Humanities Leadership Group, 2017-2019

John R. Barrier Distinguished Teaching Award for Fairmount College of Liberal Arts and Sciences, 2020

Nominated WSU Phenomenal Women Award, 2020

Appointed to Editorial Board of *Journalism History*, 2016

Appointed as Diversity Chair, Public Relations Society of America, Wichita Chapter, 2016
ssociation, 2015

WSU Research Sabbatical, Fall 2015

Intervie

Appointed to the Editorial Board of *American Journalism*, 2011

Nominated for the American Journalism Historians Association Board of Directors, 2010

Nominated for the WSU Academy for Effective Teaching award, 2008

Nominated for University of Alabama Dissertation of the Year

Kappa Tau Alpha, national honor society in mass communication

Phi Kappa Phi, national academic honor society

Graduate Research Award, 1995-2001