

Approved February 1, 2013

2012 NCA Legislative Assembly Meeting Minutes

Presiding: Richard West, NCA President
Parliamentarian: Jeff Neurauter
Recording: Nancy Kidd, Executive Director
Location: Swan Hotel Orlando

INTRODUCTORY BUSINESS

Call to Order: President Richard West called the 2012 Legislative Assembly (LA) meeting to order at 12:02 PM, Eastern Time on Wednesday, November 14.

Introductions: Members of the LA were asked to stand and introduce themselves by name and the group represented.

Adoption of Roster: First Vice President Steven Beebe indicated that out of 180 members of the LA, 108 signed in as of 12:12 PM. Please see Appendix A for the full list of attendees. *A motion was made to adopt the credentials report for Wednesday, November 14. Seconded. Motion carried.*

Adoption of Standing Rules: First Vice President Steven Beebe directed the body to the standing rules in the meeting binder. *A motion was made to adopt the standing rules as presented. Seconded. Motion carried.*

Adoption of Agenda: President West thanked the Agenda Committee for their work. *A motion was made to adopt the agenda as presented with flexibility. Seconded. Motion carried.*

ANNOUNCEMENTS

Chair of the Nominating Committee, Dennis Gouran, presented the 2013 NCA election slate and indicated that the Committee's experience suggests that NCA should consider reducing the size of the committee to increase efficiency and effectiveness in the future. Candidates for Second Vice President are Christina S. Beck and Roseann Mandziuk. There are six candidates for LA at large members¹ and four candidates for Committee on Committees at large members.² Each of the candidates for Second Vice President provided introductory comments to the LA.

President West asked the LA to provide names of those members of our discipline who passed away in the past year who were not already listed in the LA's written materials and the group then observed a moment of silence to honor those who have passed away.³

¹ Frank A. Barnhart, Tina M. Harris, Linda Levitt, Scott Myers, Michelle Scollo, Theodore Sheckels

² Patricia E. Friel, Ann Bainbridge Frymier, Elizabeth Tolman, Jennifer H. Waldeck

³ Charles K. Atkin, Samuel Becker, Robert N. Bostrom, Tom (Thomas) Bruneau, Arthur Paul Doerdelein, Dick (Richard) Doetkott, C. Howard Dorgan, Randall M. Fisher, Hellmut Geissner, H.L. "Bud" Goodall Jr., Gordon Gray, John Hammerback, Stanley L. Harrison, Diane S. Hope, Allen E. Koenig, Wil Linkugel, James Mackin, Renee A. Meyers, Frank E. Millar III, Donovan Ochs, Barnett Pearce, Monica Pombo, George Victor Campbell Morgan Powell, Paul Sandin, Edwin Schoell, George Stevens, William David Stuart, Nick Trujillio, Billy Bruce Wagener, Morris Womack

Phil Backlund provided a report from the Educational Policies Board, David Henry provided a report from the Publications Board, Kristin Munoz provided a report from the Research Board, and Nancy Kidd provided a National Office report.

OLD AND NEW BUSINESS

Report of the Task Force on Constitution/Bylaws Review: West provided some background to the task force's work. He indicated that Immediate Past President Lynn Turner appointed the task force with the support of the Executive Committee to undertake a routine review of our governing documents to ensure that they continue to provide the foundation for effective and efficient governance as internal and external environments have shifted over time. Some of the key ideas in the proposal before the body were derived from the work of earlier related task forces chaired by Lynn Disbrow and David Zarefsky.

West reminded the body that task force chair Tom Hollihan initially visited with the LA in 2011 to solicit ideas and begin an open discussion for which a forum was provided. The Executive Committee has discussed this proposal extensively and has unanimously voted in support of the following motion: "The EC endorses the process and work of the Task Force and recommends this document for the consideration of the Legislative Assembly." He further indicated that the Legislative Assembly was not being asked to endorse the proposal for adoption, but to send it to the full membership for a general ballot.

West drew the LA's attention to the materials that were provided in advance to the LA including a summary of the task force's recommendations, charts comparing current and proposed structures, Q&A, and the full proposed revised governing documents. Please see Appendix B for the constitution/bylaws revision task force summary report. West also reminded the group that the proposed bylaws would replace the current constitution and bylaws.

Task force chairperson Tom Hollihan introduced the task force members and described the process the group used to develop its recommendations. He described a few of the biggest proposed changes and the logic behind them. President West asked the group to begin with a question and answer period with Hollihan before moving to debate. Several questions were asked and answered.

A motion was made to refer the proposed revision to NCA's constitution and bylaws to the full membership for a general ballot. Seconded. Debate ensued.

The primary concern that was raised by several people was whether the structure of the newly constituted Members' Council would reduce diversity across a number of dimensions which is currently found within the Legislative Assembly structure. Various suggestions were made regarding how to have confidence there would be diversity in our leadership while also addressing some of the problems that prompted the appointment of the Constitution and Bylaws Review Task force related in large part to the locus of fiduciary responsibility. For example, a suggestion was made that the Members' Council be elected from the current LA membership, and another suggestion was made to use the current structure of the LA to form a larger Members' Council than the one that was proposed by the Constitution and Bylaws Revision Task Force.

A motion was made to close debate. Seconded. Motion failed. Debate on the main motion continued. A motion was made to amend by striking “revision to NCA’s constitution and bylaws” and inserting “new bylaws.” Seconded. Debate ensued. Motion to amend carried.

Debate continued on the main motion as amended: “Refer the proposed new NCA bylaws to the full membership for a general ballot.”

A motion was made to postpone consideration until Saturday. Seconded. Debate ensued. A motion was made to amend by striking “Saturday” and inserting “Sunday.” Seconded. Debate ensued. Motion to amend failed. Debate on the motion to postpone consideration continued. Motion to postpone consideration until Saturday failed. Debate continued on the main motion.

A motion was made to amend by striking “ballot” and inserting “discussion.” Seconded. Debate ensued. A motion was made to close debate. Seconded. Motion to amend carried.

Debate continued on the main motion as amended: “Refer the proposed new NCA bylaws to the full membership for a general discussion.”

A motion was made to refer to committee. Seconded. Motion failed.

Motion to refer the proposed new NCA bylaws to the full membership for a discussion failed.

Adjournment: The meeting was adjourned at 4:15 PM.

Call to Order: President Richard West called the 2012 LA meeting to order at 8:02 AM on Saturday, November 17. West thanked the Task Force on Constitution/Bylaws Review for its work and encouraged LA members to share ideas about governance review with Nancy Kidd.

Resolutions Review:

In 2011 the LA endorsed the report of the Task Force on Policy Platform Review and mandated review of almost all of the current resolutions in our platform over the next couple of years. Six resolutions that are currently part of our platform were brought to the LA for consideration with recommendations for revision or archiving by committees with expertise in the respective areas.

The NCA Resolutions Committee reviewed each of the recommendations for revision or archiving and ultimately concurred with the judgment of all of the review committees. In some cases, the review committees made revisions to the specific language of their proposals in light of discussion with the Resolutions Committee.

High School Communication Education (Speaking, Listening, and Media Literacy) as a Graduation Requirement: Resolutions Committee Chair John Heineman first thanked the Resolutions Committee for their good work. He then introduced the resolution (see Appendix C) and indicated that the Resolutions Committee concurs with the review committee’s recommendation to revise the resolution. The review committee included representatives from the Educational Policies Board and the Elementary/Secondary Education Section: Michelle Morris, Jean Ann Streiff, Sara Chudnovsky Weintraub, David Wendt, and Anna Wright. Educational Policies Board Director Phil Backlund spoke on behalf of the committee.

A motion was made to adopt the revised resolution as presented. Seconded. Motion carried.

Role of Communication Courses and Communication Faculty in General Education:

Heineman introduced the resolution (see Appendix D) and indicated that the Resolutions Committee concurs with the review committee's recommendation to revise the resolution. The review committee included representatives from the Educational Policies Board and the Basic Course Division: Jackie Buckrop, Deb Hefferin, Mark Redmond, and Cheri Simonds. Cheri Simonds spoke on behalf of the committee.

A motion was made to adopt the revised resolution as presented. Seconded. Motion carried.

Communication Across the Curriculum: Heineman introduced the resolution and indicated that the Resolutions Committee concurs with the review committee's recommendation to archive the resolution. The review committee included representatives from the Educational Policies Board and the Basic Course Division: Jackie Buckrop, Deb Hefferin, Mark Redmond, and Cheri Simonds.

A motion was made to archive the Communication Across the Curriculum resolution. Seconded. Motion carried.

Education Policy on ESL Coursework: Heineman introduced the resolution and indicated that the Resolutions Committee concurs with the review committee's recommendation to archive the resolution. The review was done by the Educational Policies Board led by Phil Backlund.

A motion was made to archive the Education Policy on ESL Coursework resolution. Seconded. Motion carried.

Statement on Diversity: Heineman introduced the resolution (see Appendix E) and indicated that the Resolutions Committee concurs with the review committee's recommendation to revise the resolution. The review was done by the Affirmative Action and Intercaucus Committee. AAIC Chair Alberto Gonzalez spoke on behalf of the committee. Some discussion ensued.

A motion was made to adopt the revised resolution as presented. Seconded. Motion carried.

Policy on Affirmative Action and Nondiscrimination: Heineman introduced the resolution (see Appendix F) and indicated that the Resolutions Committee concurs with the review committee's recommendation to revise the resolution. The review was done by the Affirmative Action and Intercaucus Committee. AAIC Chair Alberto Gonzalez spoke on behalf of the committee.

A motion was made to adopt the revised resolution as presented. Seconded. Motion carried.

Adoption of the Roster: First Vice President Steven Beebe reported that there were 115 LA members who were signed in for Saturday, November 17, 2012. Please see Appendix G for the full list of attendees. *A motion was made to adopt the roster as presented. Motion carried unanimously.*

Requirement to Indicate a Hiring Institution's Policy on Domestic Partner Benefits in Job

Ads: NCA member Dana Cloud submitted an administrative resolution to the LA for consideration that can be found in Appendix H. President West introduced the resolution and indicated that the Executive Committee did an initial review of the proposal and determined that it is administratively feasible. The EC brought the proposal to the LA without additional comment.

A motion was made to adopt the resolution. Seconded. Dana Cloud spoke in support of the resolution.

A motion was made to amend the 4th whereas in the resolution to say “individuals of all sexual orientations and identities” instead of “homosexuals and heterosexuals.” There was no objection from the body. Discussion ensued.

Motion to adopt the resolution with amended language carried.

Special Recognition: President West presented awards to members of the association who have provided significant service to NCA. Outgoing Executive Committee members Lynn H. Turner and David Henry were recognized, as were outgoing editors Ronald Arnett, Juliet Dee, Heidi Rose, and J. Macgregor Wise.

Election of the 2013 Committee on the Agenda: The LA was asked for nominees for two positions on the 2013 Committee on the Agenda. Danielle Stern and Loril Gossett were nominated and accepted the nominations.

A motion was made to approve the nominations for 2013 Committee on the Agenda. Seconded. Motion carried.

Election of the 2013 Committee on Committees: The LA was asked for nominees for two positions on the 2013 Committee on Committees. Leah Bryant and Paula McKenzie were nominated and accepted the nominations.

A motion was made to approve the nominations for 2013 Committee on Committees. Seconded. Motion carried.

Financial Reports: President West introduced Finance Board Director Ronald Shields to present the financial reports. Shields began by stating that his goal is transparency and directness and that he views his position as a steward for the membership.

Shields talked about the financial results from FY11-12. He informed the LA that NCA received an unqualified opinion on our independent audit, which means our financial statements present fairly our financial position as of our fiscal year end and the results of our operations for the fiscal year in accordance with generally accepted accounting principles. He then talked about the implications of our statements of financial position and cash flow. The bottom line is that we are in a strong financial position. Shields also referred the LA to the line by line comparison of the FY11-12 budget to actual which was included in the meeting materials and shows that we ended the year with a substantial operating budget surplus.

A motion was made to accept the end of FY11-12 financial report. Seconded. A few questions of clarification were asked. Motion to accept the end of FY11-2 financial report carried.

Shields then described the proposal for the FY12-13 operating budget. He explained that we are in the enviable position of having accumulated substantial savings over a period of time, and it is now incumbent upon us to invest in mission-driven activities to abide by the spirit of our nonprofit status. Typically NCA opts for balanced budgets, but this year the Finance Board recommended, and the EC approved, a budget with higher expenses than revenues. As such, the EC granted permission to spend money from our investment funds over the next few years for innovative projects that are tied to direct member services or external relations. Our hope is that these investments will begin to offer ongoing financial return over the next several years in the form of increased membership numbers as they will enhance the breadth, depth, and quality of our offerings. However, in the scenario that such returns do not materialize, the Finance Board has assessed that this expenditure will not materially harm the association. At minimum we will be

providing improved service to members and better outreach to the public, and we will be complying with the expectations of our nonprofit status. Shields then provided an overview of the details in the budget proposal. A motion was made to endorse the FY12-13 budget. Seconded. Motion carried.

Shields then reminded the group that last year the LA asked for a report on activities we do to support students. He noted that there is a memo describing these activities that was provided in the LA meeting materials, and he summarized the content of that memo. We provide direct support targeted only to students, indirect support targeted to students through teachers, and direct support for people in the communication discipline that is in large part used by students. Shields provided examples from each of these categories.

2012 Committee on Committees Report: Richard West announced the slate of candidates nominated by the committee.⁴

A motion was made to approve the slate of candidates as presented. Seconded. Motion carried.

Adjournment: President West adjourned the meeting at 9:30am.

Respectfully submitted,

Nancy Kidd, Executive Director

⁴ **Governance Committees:** Legislative Assembly: Casey Maugh, Jillian Tullis; **Doctoral Education Committee:** Kevin Barge, Carl Botan, Craig Scott, Nathan Stormer; **Nominating Committee Chair:** Scott Myers; **Nominating Committee At-Large Member Elected by the LA:** Fernando Delgado; **Resolutions Committee:** Justin Boren, Anne Mattina, Sue Weber; **Resolutions Committee Chair:** Elizabeth Desnoyers-Colas; **Committee on International Discussion and Debate:** Wayne Kraemer; **Leathers Fund Trustee Committee:** Alice Veksler; **Educational Policies Board:** Ruth Kay, Jennifer Waldeck; **Finance Board:** Bobby Patton; **Publications Board:** Dale Herbeck, Paul Schrodt, **Research Board:** Mindy Fenske, Shane Moreman; **Research Board (Director-Elect):** Joseph Bonito; **Affirmative Action and Intercaucus Committee:** Shawn Long; **Award Committees:** **Brommel Award Committee:** Tom Socha; **Coger Award Committee:** Margaret Quinlan; **Community College Outstanding Educator Award Committee:** Jane Mattina; **Cushman Award Committee:** Suzy D'Enbeau, Tiffany Wang; **Diamond Anniversary Book Award Committee:** John Daly; **Ehninger Award Committee:** Jacqueline Irwin; **Golden Anniversary Monograph Awards Committee:** Megan Foley, Andrew Herrmann, Adrienne Kunkel; **Haiman Award Committee:** E. Johanna Hartelius; **Heston Award Committee:** Kurt Lindemann, **Knapp Award Committee:** Mike Roloff, Sandra Petronio; **Lucas Award Committee:** Tasha Dubriwny; **Phillips Award Committee:** Katherine Hendrix; **Professional Service Awards Committee:** Sheri Bleam, Gloria Galanes, Carl Hyden; **Wallace Award Committee:** Steve Goldzwig.

APPENDIX A.
MEETING ATTENDANCE FOR WEDNESDAY, NOVEMBER 14

Association for Communication

Administration (1 rep)

Helen Sterk

States Advisory Council (1 rep)

Susan Tomasovic

Affirmative Action & Intercaucus Chair (1 rep)

Alberto Gonzalez

African American Communication and Culture Division (2 reps)

Shawn Long

Jamel Bell

American Studies Division (2 reps)

Denise Oles-Acevedo

Justin Davis

Applied Communication Division (3 reps)

David Novak

Julie Volkman

Mark Leeman

Argumentation and Forensics Division (2 reps)

Brendan Kelly

James Dimock

Asian/Pacific American Caucus (1 rep)

Hsin-I Cheng (alternate)

Asian/Pacific American Communication Studies Division (2 reps)

Hsin-I Cheng (alternate)

Basic Course Division (2 reps)

Kevin Meyer

Melissa Broeckelman-Post

Black Caucus (1 rep)

Truman Keys

Caucus on Disability Issues (1 rep)

Margaret Quinlan

Caucus on GLBTQ Concerns (1 rep)

Justin Boren

Communication and Aging Division (2 reps)

Karen Anderson

Carla Fisher

Communication and Law Division (2 reps)

Kin Allen

Sarah Ubel

Communication and Social Cognition Division (2 reps)

Claude Miller

Communication and the Future Division (2 reps)

Lonny Brooks

Communication Apprehension and Competence Division (2 reps)

Amber Finn

Michael Hazel

Communication as Social Construction Division (2 reps)

Austin Babrow

John Chetro-Szivos

Communication Assessment Division (2 reps)

Philip Backlund

Lori Zakel

Communication Centers Section (2 reps)

Jennifer Ellis

E. Sue Weber

Communication Ethics Division (2 reps)

Lisbeth Lipari

Annette Holba

Community College Section (2 reps)

Deborah Hefferin

Robert Leonard

Critical and Cultural Studies Division (4 reps)

Kevin Ayotte
Michael Mario Albrecht (alternate)
Donovan Conley
Megan Foley

Editors, Official Journals (11 reps)

Cheri Simonds
Kent Ono
Michele Jackson
Shiv Ganesh
Raymie McKerrow
Ronald Arnett

Elected, At-Large and LA (15 reps)

Ruth Kay
David Novak
Anne Mattina
Leah Bryant
Jennifer Willis-Rivera
Boris H.J.M. Brummans
Jay Baglia
Anastacia Kurylo
Diane Forbes Berthoud

Elementary and Secondary Education Section (2 reps)

Anna Wright

Emeritus/ Retired Member Section (2 reps)

Larry Schnoor

Environmental Communication Division (2 reps)

Richard Besel
Ross Singer

Ethnography Division (2 reps)

Lisa Tillmann

Experiential Learning in Communication Division (2 reps)

Lori Britt
Angela Corbo

Family Communication division (2 reps)

April Trees
Loreen Olson

Feminist and Women Studies Division (3 reps)

Barbara Parisi
Katherine Denker

Freedom of Expression Division (2 reps)

Paula McKenzie
Debbi Hatton

GLBTQ Communication Studies Division (2 reps)

Danielle Stern
Erin Rand

Group Communication Division (2 reps)

Sandra Ketrow
Kathleen Propp

Health Communication Division (3 reps)

Nichole Egbert

Human Communication and Technology Division (3 reps)

Star Muir
John Howard III
Brett Lunceford

Instructional Development Division (2 reps)

Jennifer Waldeck
Alan Goodboy (alternate)

International and Intercultural Communication Division (4 reps)

Mary Bresnahan
Yoshitaka Miike

Interpersonal Communication Division (4 reps)

Vincent Waldron
Jennifer Samp
Andrew Ledbetter
Jennifer Theiss

La Raza Caucus (1 rep)

Josue David Cisneros

Language and Social Interaction Division (2 reps)

Todd Sandel
Danielle Pillet-Shore

Latina/Latino Communication Studies Division (2 reps)

Matthew Brigham

Mass Communication Division (4 reps)

Stanley Tickton
Shane Tilton

Master's Education Section (2 reps)

Barbara Baker
Jimmie Manning

NCA Executive Committee (12 reps)

Philip Backlund
Nancy Kidd
Ronald Shields
Kathleen Roberts
Steven Beebe
Richard West
David Hendy
Kathleen Turner
Carole Blair

Nonverbal Communication Division (2 reps)

Cindy White
Amy Ebesu Hubbard

Organizational Communication Division (4 reps)

Loril Gossett
John Lammers

Peace and Conflict Division (2 reps)

Performance Studies Division (2 reps)

Mindy Fenske

Philosophy of Communication Division (2 reps)

Pat Arneson
Deborah Eicher-Catt

Political Communication Division (3 reps)

Kate Kenski
Jill Edy

Public Address Division (3 reps)

Kirt Wilson
Angela Ray

Public Relations Division (2 reps)

Brigitta Brunner
Michael Palenchar (alternate)

Regional Affiliates (13 reps)

Tobi Mackler
Kirsten Heintz
Daniel Grano
Kristen L. Cockrell
Robert Becker
Robert Stockton

Rhetorical and Communication Theory Division (5 reps)

Kendall Phillips
Daniel Brouwer
Bradford Vivian
Darrel Wanzer
Kristin Stimpson (alternate)

Spiritual Communication Division (2 reps)

Student Section (2 reps)

Dayna Chatman

Theatre, Film and New Multi-Media (2 reps)

Patricia Friel
John Soliday

Training and Development Division (2 reps)

J.D. Wallace
Peter Jorgensen

Undergraduate College and University Section (2 reps)

Barbara Burke
Teresa Heinz Housel

Visual Communication Division (2 reps)

Brian Lain
Charles Goehring

Women's Caucus (1 rep)

Lakresha Graham

APPENDIX B.

CONSTITUTION/ BYLAWS REVISION TASK FORCE SUMMARY REPORT

In the fall of 2011, then-NCA President Lynn Turner appointed a task force to study and evaluate the NCA's Constitution and Bylaws and to suggest possible revisions. Chaired by Professor Thomas Hollihan of the University of Southern California, this group was convened because it is routine for organizations to re-examine their governing documents regularly, and NCA has not done so for about 10 years. In addition to Professor Hollihan, the full task force included Walid Afifi, Pat Ganer, John Heineman, Nancy Kidd, Jeff Tyus, and Lynne Webb. Serving as advisors to the task force were Immediate Past President Lynn Turner, Parliamentarian Jeff Neurauter, and the association's attorney.

Background

As a first step, the Constitution/Bylaws Revision Task Force reviewed the findings of our colleagues on other recent NCA taskforces with mandates related to governance issues. Several key issues were identified by the Task Force on Governance and Management, chaired by David Zarefsky, and by the Unit Structures Task Force, chaired by Lynn Disbrow. For example, while both groups supported the idea of having broadly representative leadership for the association, they both questioned whether representation tied to interest groups was the most appropriate mechanism for creating a diverse representation of voices.

The Task Force on Governance and Management declared: "We are frankly skeptical about the divisional basis of LA representation...[I]n our review of the recent LA minutes, we were unable to identify a single issue that affected NCA members in their capacity as members of Divisions or that pitted the interest of one Division against that of another." Furthermore, the task force said: "From all our information sources, there was no opinion expressed more frequently than the belief that the LA currently is too large to function effectively. Its size is largely tied to the fact that its members are chosen to represent units within the Association." Results of a recent self-evaluation of the Legislative Assembly indicate that members of the L.A. also find the large size of the body problematic. The Unit Structures Task Force found that the concerns of members vis-à-vis their unit affiliations are almost entirely related to convention slots, with little interest in the tie to governance responsibility. The Task Force on Constitution/Bylaws Revision shares the assessment of these other groups that the size of the Legislative Assembly is untenable. The body is too large to be responsibly vested with fiduciary responsibility.

Proposed Governance Structure for NCA

Fundamentally, the goal of the Task Force on Constitution/Bylaws Revision was to provide governing documents that allow NCA to be run more effectively and efficiently while reflecting the voices of our large and diverse membership. The proposal's most noteworthy suggested revision is the creation of two new governing bodies: a Board of Governors and a Members' Council.

The **Board of Governors** would have fiduciary responsibility for the association and would be responsible for NCA's overall strategic direction and policymaking. The group would be composed of 16 members: three At-Large Governors; the Chairs of the Finance, Publications, Research, Teaching and Learning, and Diversity Committees; the Chair of the Members' Council; two

Finance Governors; those in the four-year officer rotation (2nd VP, 1st VP, President, and Immediate Past President); and the Executive Director (non-voting).

The **Members' Council**, composed of 35 representatives, would have as its responsibilities the selection of much of NCA's leadership, establishing and maintaining lines of communication with interest groups, and recommending matters for discussion, consideration, and action to the Board of Governors. It would also adopt public statements on behalf of NCA. The proposal calls for 30 at-large non-student representatives and three at-large student representatives on the Members' Council. The Members' Council also would include a representative from the Diversity Committee (which is tied to the caucus structure) and the Resolutions Committee Chair (non-voting). The Nominating Committee would be a sub-committee of the Members' Council.

Proposed Updates

The other proposed changes from current practice are minor modifications to reflect the need to streamline unwieldy processes, the need to comply with Missouri state law (which is where NCA is incorporated), and the need to adapt to changes in the internal and external environments. For example, in 2009 a Convention Member Working Committee was formed and has served as an important membership voice in choosing convention locations for 2015-2019 and addressing other related issues. The task force proposes that the bylaws specify this committee as a standing committee. Another example is that our sustaining membership category was eliminated by the L.A. several years ago, but it was never taken out of our governing documents.

As you can see, the Task Force on Constitution/Bylaws Revision focused principally on ensuring that there is a coherent governance structure with a strong connection to the full membership. We welcome the opportunity to discuss our proposal with members of NCA as its adoption is considered and deliberated.

Process for Consideration

On the following pages please find:

1. Charts comparing the proposed and current governing structures in terms of their membership and who elects members
2. Q&A about the proposal
3. The full proposed revised governing document

We hope you will review these materials and feel free to share comments and questions with the task force. Comments can be sent directly to any of the task force members using the following contact information: Thomas Hollihan, Chair, Hollihan@usc.edu; Walid Afifi, w-afifi@comm.ucsb.edu; Patricia Ganer, pganer@cypresscollege.edu; John Heineman, jheine@lps.org; Nancy Kidd, nkidd@natcom.org; Jeffrey Tyus, jtyus@ysu.edu; Lynne M. Webb, Lynnewebb320@cs.com. We have also set up a discussion forum that can be reached using the following url: <http://z13.invisionfree.com/natcom>.

APPENDIX C.
**HIGH SCHOOL COMMUNICATION EDUCATION (SPEAKING, LISTENING, AND
MEDIA LITERACY) AS A GRADUATION REQUIREMENT**

Preamble: This academic/professional statements platform contains the positions officially endorsed by the researchers, teachers, and practitioners allied as the National Communication Association related to issues that are vital to the professional endeavors of communication educators and scholars. The Association is committed to include within this document only positions: (1) upon which the organization and membership have engaged in ample and careful deliberation; (2) upon which a substantial consensus of supporting knowledge has been developed; (3) addressing issues which have attracted the concerted inquiry of an acknowledged segment of the discipline, and (4) central to the enhancement of the ability of communication educators/scholars to do their work effectively and/or to the enhancement of the stature of the discipline in the academy or more broadly.

Whereas, students are first exposed to the discipline of communication in elementary and secondary classrooms where the benefits of communication education may be most profound; and

Whereas, forty-five states, three territories, and the Department of Defense Education Activity have adopted and are currently implementing the Common Core State Standards sponsored by the National Governors Association Center for Best Practices and the Council of Chief State School Officers; and

Whereas, these standards include reading, writing, speaking and listening, language, and media and technology; and

Whereas, the third goal of the NCA Strategic Plan 2010-2015 commits NCA to supporting disciplinary pedagogy through three objectives: 1.increase resources for communication course development, 2. enhance resources for developing instructional practice, 3. increase dissemination of communication pedagogy beyond the discipline. In addition, the second goal expresses the need to disseminate knowledge about communication by improving public understanding of communication research and makes a commitment to improving the state of elementary and secondary communication education.

Now, Therefore Be It Resolved that the Educational Policies Board of the National Communication Association launch an initiative consistent with the *College Board Standards for College Success: English Language Arts* and the new Common Core State Standards Initiative to require communication education (speaking, listening, and media literacy) in the nation's high schools as an integral part of the graduation requirement and to stress the importance of using appropriately trained teachers to teach communication education. This will include the following:

1. Development of a strategy to acquaint the Departments of Education in the states implementing the Common Core Standards with the resources available through association with the National Communication Association, and also to determine the areas in which these Departments of Education believe NCA resources can be of most help.
2. Development of resources to meet the needs of those implementing the common Core Standards in Speaking and Listening.
3. Development of resources to encourage the adoption of media literacy instruction within the implementation of the Common Core Standards.

4. Creation and dissemination of a list of consultants for curriculum development and implementation.

RATIONALE

Elementary and secondary education provides the foundation for our nation. Its importance in establishing in students the intellectual curiosity, commitment to goals and strong work ethic valued throughout our nation and within our institutions of higher learning must never be underestimated. We, the Educational Policies Board and the Elementary and Secondary Education Section, believe all members of the Legislative Assembly can identify a teacher, an administrator or an event in elementary and secondary education which has produced such an impact that they have chosen to demonstrate their strong commitment to education, particularly communication education, by sitting as members of the Legislative Assembly. Consequently, as products of this system, as parents of students currently in the system, and as citizens of the United States the condition of communication education in elementary and secondary schools should be of utmost importance to the Legislative Assembly.

This resolution which we, the Educational Policies Board and the Elementary and Secondary Education Section, propose to become part of the NCA Academic and Professional Standards as a revision of the 2010 Policy, meets all the criteria stated in the NCA Preamble. To support our claim, we submit the following argument:

The Elementary and Secondary Education Section, an integral part of NCA since the 70's, has presented programs at the Annual Convention since the section's creation. These programs deal with curricular offerings and methodological procedures in elementary and secondary classrooms and these programs have always been open to all members of the Association. In addition, these programs are frequently attended by those teaching in both two-year and four-year institutions. Many educators from post-secondary institutions work with elementary and secondary teachers in these programs. In both its section meetings and its presence in the Legislative Assembly, Elementary and Secondary Section members have brought attention to the need for support for the teaching of communication in the elementary and secondary schools.

The commitment of the organization and the Legislative Assembly to support of elementary and secondary education is evident from the following history. The Legislative Assembly has endorsed both Comprehensive Language Arts as part of the Policy Platform (1996) and the Standards for Speaking, Listening and Media Literacy in K-12 Education (1996). In addition, in 2005 the Elementary and Secondary Section endorsed the *College Board Standards for College Success: English Language Arts*, which includes Reading, Writing, Speaking, Listening and Media Literacy. Subsequently, the Executive Committee endorsed these Standards as a replacement of the 1996 NCA K-12 Standards. Deliberation of this decision began with the inclusion of NCA members, Melissa Beall, David Wendt, Sherry Morreale, John Heineman and Mary Bozick in the writing and reviewing of the Standards. Prior to the publication of the College Board Standards, the Elementary and Secondary Education Section established a Task Force under the leadership of John Heineman to review the 1996 Standards and begin the process of revising them. The task force then determined, once it read the College Board Standards, that its work would be superfluous. With this strong support for speaking, listening, and media literacy from the College Board, it is obvious that others within education understand that what happens in the elementary and secondary schools is

foundational to the discipline of communication. This level of education should be of concern to all.

Furthermore, forty-eight states and one territory have endorsed the Common Core State Standards Initiative sponsored by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. Unfortunately only 21 of those states and territories actually grant licensure or certification in 7 to 12 communication education for teachers or require that those teachers pass the *Praxis II* test in Speech Communication. (See attached list). Several members of NCA contributed to the creation of the Speech Communication *Praxis II* test, further emphasizing the commitment of NCA and its membership to these issues. This gap between requirement and licensure or certification presents the perfect opportunity for NCA to take positive action to offer services to states and school districts whose teachers are not properly trained in our discipline. Requiring that all students who graduate from high school have participated in a course specifically geared to meet these Standards should be of utmost importance to our profession.

For several decades, the importance of communication skills to employment has been substantiated by numerous popular press articles and scholarly works. The necessity of preparing high school students, who make up 16.4% of the civilian labor force according to the Bureau of Labor Statistics for October 2009, in effective communication while they are in high school not only improves their chances to receive employment but also benefits their employers who gain from a competent and effective work force. Since many of these students work in the service area of the economy, their prior training improves the quality of service we all receive.

Finally, NCA's mission, its Strategic Plan for 2010-2015, and the debate over substantive issues within the Legislative Assembly itself reinforce that the inclusion of the Resolution on NCA's Support for High School Speech as a Graduation Requirement in the NCA Policy Platform is, in the words of the NCA Policy Platform Preamble, "central to the contribution of communication to the health and richness of the human condition."

BACKGROUND INFORMATION

NCA has established itself as strongly committed to K-12 education. The following merely highlights some of the actions not mentioned in earlier statements. The quality of instruction on the K-12 level has been of concern to the discipline since Pamela Cooper's book, *Activities for Teaching Speaking and Listening: Grades 7-12* published in 1985 by SCA and ERIC, and *Creating Competent Communicators: Activities for Teaching Speaking, Listening, and Media Literacy in Grades 7-12* and *Creating Competent Communicators: Activities for Teaching Speaking, Listening, and Media Literacy in K-6 Classrooms* edited by Pamela Cooper, Sherwyn Morreale, and Amy Aidman. These books were published by Holcomb Hathaway in association with the NCA. Both works were published in 2003 to coordinate with NCA's *Competent Communicators: K-12 Speaking, Listening, and Media Literacy Standards and Competency Statements* (1998). This 1998 publication expanded the original 1996 list by adding competency statements.

Currently, the book, *A Communication Assessment Primer* edited by Phil Backlund and Gay Wakefield is in press and should be published by NCA this summer. Chapter 12, "Assessing Communication in P-12 Classrooms", by Douglas K. Jennings, contains rubrics and a substantive bibliography of work on P-12 assessment. Professor Jennings has worked with the Elementary and Secondary Education Section for at least 25 years and has had a tremendous impact on many secondary teachers' use of rubrics.

While this is not an exhaustive view of the way the members of NCA work with and for elementary and secondary education, it does stress the underlying commitment of the organization and its members.

SUGGESTED ACTION

The Educational Policies Board wishes to take responsibility for this initiative. The action statement of the resolution follows.

The Educational Policies Board of the National Communication Association will launch an initiative consistent with the *College Board Standards for College Success: English Language Arts* and the new Common Core State Standards Initiative to require communication education in the nation's high schools and to stress the importance of using appropriately trained teachers to teach communication education. This will include the following:

1. Development of a strategy to acquaint the Departments of Education in the states implementing the Common Core Standards with the resources available through association with the National Communication Association, and also to determine the areas in which these Departments of Education believe NCA resources can be of most help.
2. Development of resources to meet the needs of those implementing the common Core Standards in Speaking and Listening.
3. Development of resources to encourage the adoption of media literacy instruction within the implementation of the Common Core Standards.
4. Creation and dissemination of a list of consultants for curriculum development and implementation.

ASSESSMENT OF COST AND FINANCIAL IMPLICATIONS

The Executive Director, Nancy Kidd, and I, Jean Ann Streiff, spoke recently. During this conversation, Dr. Kidd assured me of the NCA's support for this initiative and asked what resources we believed were required. At this time, since the Educational Policies Board will be implementing this initiative, we believe costs will be minimal because all work will be done electronically. The cost of mailings and any reproduction of materials appears to be well within the funding currently available. If this initiative expands and a Task Force is required to look at the entire area of P-12 communication education, Dr. Kidd expressed her willingness to bring the matter to the Finance Board.

For a full list of references, please refer to the NCA website.

APPENDIX D.

ROLE OF COMMUNICATION COURSES AND COMMUNICATION FACULTY IN GENERAL EDUCATION

RESOLUTION

The National Communication Association supports and defends the inclusion of an oral communication course or courses in college and university General Education Requirements and the instruction of that course or courses by Communication faculty.

I. Introduction

As many general education programs across the country are undergoing major revisions, many department chairs, faculty, and basic course directors are finding themselves in the unenviable position of having to make the case for inclusion of their communication course in general education. This is a re-occurring theme at basic course business meetings, national and regional conferences, and on list-serves. As such, this justification for the resolution will serve to arm communication faculty with the arguments they may need to save their programs. This justification is based on the premise that because national level associations (e.g. AAC&U, AASCU) have clearly identified communication as critical to preparing undergraduate students to become engaged citizens in the 21st century; then communication courses should be included as a foundational part of general education. The following rationale for the resolution above will first address these national trends in general education and then align specific communication curricula that address the principles of excellence proposed at the national level.

II. National Trends in General Education

In *Making the Case for Liberal Education*, Humphreys argues that a consensus is emerging about the breadth and depth of education that Americans need to compete and succeed in a “knowledge-intensive economy, a globally engaged democracy, and a society where innovation is essential to progress and success” (2006, 1). That consensus rests on the value of a general education as founded in traditional liberal education practices.

The National Communication Association recognizes current national trends that support a broad general education (Gen Ed) for undergraduate students and supports the claims that communication skills are critical to the citizenry and workforce of the 21st century. A 2006 survey among business leaders revealed that 73% of employers believe that colleges and universities should place more emphasis on communication skills, critical thinking and analytical skills, and applied knowledge in real-world settings (Hart Research Associates, 2009, p.5)

The Association of American State Colleges and Universities (AASCU) formed the Red Balloon initiative to re-imagine general education. Vice President, George Mehaffy, describes the goal of the project is to “provide students with the knowledge, skills, and abilities they will need to become successful participants in careers, engaged citizens in a democracy, and thoughtful leaders in the global society of the 21st century” (AASCU). Similarly, the Association of American Colleges and Universities (AAC&U) acknowledges the value of general education at the secondary level through its LEAP initiatives. Liberal Education and America’s Promise (LEAP) is a “national advocacy, campus action, and research initiative” that advocates liberal education (*An Introduction*, nd, p.1). Both initiatives are in response to the changing landscape of industry, the economy, and social and political climates that demand a more informed, more creative, and more vital citizenry. These

organizations have traditionally advocated for all students to receive a powerful and horizon-expanding liberal education so that they may compete and succeed in this changing and demanding environment. AAC&U defines a Liberal Education as

an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.

General Education is defined as “the part of a liberal education curriculum **shared by all students**. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities” (AAC&U, *emphasis added*). Two of the four learning outcomes, *Intellectual and Practical Skills*, and *Personal and Social Responsibility*, are well suited to the typical oral communication course in general education. In fact, written and oral communication is specifically identified under Intellectual and Practical Skills. Furthermore three of the seven “principles of Excellence” are also suited to oral communication instruction: *Teach the Arts of Inquiry and Innovation*, *Connect Knowledge with Choices and Action*, and *Foster Civic, Intercultural, and Ethical Learning* (*An Introduction*, p. 6).

Although many campuses face economic crises and calls to review their curricular offerings so that students may complete their degrees more quickly, we also note that chief academic officers, faculty members, and industry professionals have renewed interest in and attention to general education (Hart Research Associates 2009, 1). New pedagogies and practices are being incorporated into Gen Ed (such as learning communities, thematic courses, upper-division requirements, etc.) across the country and reflect what faculty and other professionals report as important foci for teaching and learning, but they also represent an emerging consensus among employers who report on what they seek in college graduates.

Employers are echoing the call for more emphasis on college learning outcomes. In a 2010 national survey, “employers indicated that two- and four-year colleges should be placing more emphasis on several key learning outcomes to increase graduates' potential to be successful, contributing members of today's global society” (AACU, 2010, p.3). The areas in which employers feel that colleges most need to increase their focus list written and oral communication skill first, followed by critical thinking and analytical reasoning, the application of knowledge and skills in real-world settings, ethical decision making, and teamwork skills (Hart Research Associates 2010, p.9). It should be noted that the LEAP Essential Learning Outcomes were developed “through a multi-year dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education” (*An Introduction*, p. 6).

Perhaps never before has there been so great a need for adaptable and learned citizens who understand difficult problems and can who can work with others to solve problems. We recognize the importance of the major course of study and of co- and extra-curricular activities in building expertise in a given subject area. But we also recognize that it is the solid foundation of a general education which helps students see how subject matter can bridge silos and help them live in a

complex society. We therefore assert that an oral communication course taught by credentialed communication faculty logically and rightfully belongs in general education. We also assert that an oral communication course is uniquely qualified to address several of the essential learning outcomes identified by current national trends.

III. The Role of Communication Education in General Education

Communication is a life skill that pervades all other dimensions of human development. Communication is “a multi-faceted discipline that studies the processes, practices, and products of human signification as its central defining characteristic” (NCA: Communication in the General Education Curriculum, 2003, p. 4). As such, communication is foundational to all other academic, professional, and social experiences.

Communication competence is central to a student’s future academic success. As noted above, leading national organizations have championed the role of communication in liberal education. Of the four essential learning outcomes that LEAP recommends for student achievement, two speak directly to skills taught in communication courses. The first of these outcomes is *Intellectual and Practical Skills* including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, teamwork and problem solving. Second is *Personal and Social Responsibility* including civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning (LEAP). Communication courses are the ideal context for teaching and assessing these skills (Hunt, Simonds, & Simonds, 2009; Mazer, Hunt, & Kuznekoff, 2007; Morreale & Pearson, 2008). Speaking and listening assignments afford students the opportunity to engage in critical thinking and information and media literacy (both formally and informally). They learn to construct messages as well as articulate and defend their ideas while at the same time critically evaluating the arguments of others. Additionally, these assignments allow students to question information, examine new evidence, categorize and organize ideas, and create linkages between concepts and their own lived experiences.

Moreover, Communication skills enhance the professional development of students. In Communication courses, students learn how to present themselves as communicators and thus create positive first impressions in a job interview. According to the National Association of Colleges and Employers *Job Outlook 2011* survey, communication is the highest-ranking skill that employers look for in new recruits. According to the list, employers also seek recruits with interpersonal and teamwork skills, ethical integrity, and analytical skills—all of which can be improved in the context of a communication course. While many employers provide training in company-specific skills which need to be continually updated as technology changes, they are more concerned with an employee’s broader skills such as written and verbal communication, problem-solving, teamwork, and interpersonal skills (Humphreys, 2006).

Finally, communication skills are foundational to student social experiences. As stated earlier, LEAP lists *Personal and Social Responsibility* as an essential learning outcome to student achievement. While it may be clear to most students that communication courses may enhance their interpersonal relationships, it may be less clear in terms of civic engagement. Because communication courses teach students how to become critical consumers of information from a variety of sources (journalists, politicians, advertisers, etc.), students are better prepared to become informed and ethical citizens in their democracy (Hunt et al., 2009; Morreale & Pearson, 2008; Beyer & Liston, 1996). Information and media literacy are essential to an engaged citizenship

(Milner, 2002). Democracies function as a result of citizens communicating with one another and competent and ethical communicators are central to a democratic self-governance (Hunt et al., 2009). Thus, communication courses have the potential to enhance our social and civic lives. In this way, communication students are working towards civic knowledge and engagement, ethical reasoning and action, and foundations and skills for lifelong learning (LEAP).

While this justification for the resolution aligns communication skills to the LEAP initiative, we would advise course directors to look to the specific general education goals at their respective institutions to engage in a similar process. We contend that aligning communication skills and curricula to specific general education outcomes will only serve to secure the role of communication in general education while giving more prominence to our discipline.

IV. The Use of Communication Faculty

One common perspective held in many institutions is that anyone can teach communication and this perspective results in hiring instructors to teach communication courses for which they have little or no academic preparation. Such a perspective belittles the historically strong tradition of communication scholarship originating in the classical rhetorical traditions and proceeding to contemporary quantitative and qualitative research. Education in communication theory and research provides a foundation unique to communication educators. Publications such as *Communication Education*, *Communication Teacher*, and the *Basic Communication Course Annual* reflect the disciplinary commitment to furthering communication education and insuring quality instruction. Faculties with degrees reflecting a strong oral communication tradition bring an expertise and pedagogy that is not found in those with degrees in peripheral disciplines. Recognition of this is reflected in the Higher Learning Commission's recognition of the importance of appropriate faculty credentials for those hired to teach within a given discipline. Efforts to establish or maintain quality instruction of communication as a general education requirement are dependent upon a commitment to also staff such courses with qualified communication faculty.

V. Specific Actions the Association will be expected to take if the resolution passes

NCA would be expected to add to its website a resource page devoted to Communication in General Education Resource. This page would house the resolution, supporting materials that departments can use at their respective institutions, links to articles mentioned in the resolution as well as other sources of interest, and copies and links of relevant assessment instruments.

VI. Resources Required (both financial and human) to implement the resolution (to be determined in consultation with the Executive Director) and justification for priority of this expenditure

Resources required include staff time to establish the requested web presence. Additional resources (staff or NCA members) might be needed to identify additional materials for the webpage, secure permissions for copyrighted material, create and implement assessment projects, and provide expert consultation on developing courses that align with general education goals. In general, the level of resource needed should be minimal and some support could come from the Educational Policies Board.

For a full list of references, please refer to the NCA website.

APPENDIX E. NCA STATEMENT ON DIVERSITY

With this memo are proposed revisions to two NCA documents (1) “Policy on Diversity” revised below as “NCA Statement on Diversity” and “NCA Affirmative Action Statement” revised below as “NCA Policy on Affirmative Action and Nondiscrimination.”

Background: At the 2011 Legislative Assembly, the Report of the Taskforce on Public Policy Platform recommended “major revision” of both the “NCA Affirmative Action Statement” and the “Policy on Diversity.” In the Report, both documents were assessed to have good rationales. The Affirmative Action Statement was assessed to have adequate “implementation” language while the Policy on Diversity was assessed as weak on “implementation” language.

The Report suggested the possibility that the two documents might be merged.

Early in 2012, NCA Executive Director, Nancy Kidd referred these documents to the Affirmative Action & Intercaucus Committee and asked that we work on revising the documents on light of the TF Report.

Rationale:

1. The issues of diversity, affirmative action, and nondiscrimination are longstanding in NCA. These documents date back to the 1980s and 1990s. We believe that these issues are as relevant as when they were first adopted *and* we believe that NCA now should consider updating and clarifying their content.

Increasingly, communication scholars are examining concepts of “difference,” “culture,” and “power” as they pertain to social justice, democracy and participation. How our research can facilitate broader dialogue and inclusion remains a vital challenge. Clear statements by NCA that express its commitment to acting affirmatively to accomplish diversity and inclusion serve as essential guides for our profession.

2. We determined that the documents did not need to be merged, but that their content needed to be made more distinct.
 - The NCA Statement on Diversity identifies and describes the value of diversity within the context of the study of human community. This becomes the premise for the Policy on Affirmative Action & Nondiscrimination.
 - The policy resolution is a follow-up to the Statement on Diversity. The Affirmative Action portion describes how NCA acts affirmatively to ensure diversity. The nondiscrimination portion asserts that NCA will protect diversity within the association.

External Parties: The statement and policy proposals do not require action from parties external to the NCA.

Action by NCA: The statement and policy proposals do not call for new action. Instead, the revisions reinforce rather than add to any existing action. Our expectation is that the NCA leadership will revisit the NCA commitments to diversity, affirmative action and nondiscrimination and examine its practices in light of these updates.

Resources: The statement and policy proposals do not call for additional expenditures. We are aware that the NCA has increased the funding level for student travel grants and the chair of the AAIC now has a permanent seat in the LA (approved through a Constitutional Amendment in 2010). Still, our expectation is that the NCA leadership will revisit the NCA expenditures that support diversity, affirmative action and nondiscrimination in light of these updates.

For a full list of references, please refer to the NCA website.

RESOLUTION

The National Communication Association values the right to free and open communication for all people and groups.

The NCA believes that disenfranchisement of groups in our society threatens and destroys the framework of open and free human communication.

The NCA believes communication that promotes dialogue is the first, best, and only acceptable vehicle to address social strife.

The NCA believes that diversity enriches the academic understanding, analysis and use of human communication, which can be understood only to the extent that ideas from diverse spokespersons and perspectives are heard and valued. The highest quality criticism and research of communication require an understanding and appreciation of diversity within and across cultures.

The NCA urges communication professionals to study and understand the diversity of U.S. and global cultures in order to more fully include in our teaching and research the range of human communication.

The NCA supports inclusiveness and diversity among our faculties, within our membership, in the workplace and in the classroom. We support policies that fairly encourage this diversity, including policies on admissions, financial support of students, leadership development, and faculty hiring and retention that has this goal.

NCA opposes efforts to eliminate or restrict policies or actions that are designed to foster the goal of diversity.

APPENDIX F.
NCA POLICY ON AFFIRMATIVE ACTION AND NONDISCRIMINATION

For background and other relevant information, please refer to Appendix E.

The National Communication Association—an organization dedicated to promoting the study, criticism, research, teaching and application of the artistic, humanistic, and scientific principles of communication—values equal opportunity, diversity and excellence.

In a society and an organization, achieving diversity requires equal opportunity. NCA and our discipline exist within and reflect a culture that does not provide equal opportunity for all individuals. Like the larger culture, NCA has not succeeded in achieving our goal of equal opportunity. Earlier affirmative action programs have not yet achieved their goals and should cease only when clear and convincing evidence demonstrates that all people have gained fair and equal opportunities in education, employment, and civic life. NCA supports continued efforts to eliminate discriminatory practices generally and in higher education specifically against persons from marginalized groups. NCA is determined to provide access to programs and services to all members without discrimination particularly to the historically marginalized populations listed below.

Therefore, NCA commits itself to acting affirmatively to become an organization and profession in which all persons may fully participate, regardless of age, color, ethnicity, gender identity, HIV status, health status, ideology, national origin, physical disability, race, religion, sex, or sexual orientation. In this effort, NCA will: encourage research of communication both from diverse perspectives and about groups that historically have been marginalized; develop and implement plans to achieve a diverse membership; re-examine regularly NCA's organizational structure, policies and procedures to identify and remove barriers to full participation by all members in the positions, leadership, and activities of the association; and, with full representation of the membership, formulate policies, procedures, criteria, and standards designed to achieve diversity within both the association and related professions.

NCA believes that no persons should be hired for positions or given promotions they do not merit, or admitted to educational institutions unless they are able to succeed there. Affirming such principles, however, does not relieve NCA or institutions within the discipline of the responsibility of ensuring equal opportunity and of working affirmatively to achieve greater inclusion within the discipline and the association.

NCA opposes efforts to eliminate or restrict policies or actions that are designed to foster the goals of affirmative action and nondiscrimination.

APPENDIX G.
MEETING ATTENDANCE FOR SATURDAY, NOVEMBER 17

Association for Communication

Administration (1 rep)

Helen Sterk

States Advisory Council (1 rep)

Susan Tomasovic

Affirmative Action & Intercaucus Chair (1 rep)

Alberto Gonzalez

African American Communication and Culture Division (2 reps)

Shawn Long

Jamel Bell

American Studies Division (2 reps)

Denise Oles-Acevedo

Justin Davis

Applied Communication Division (3 reps)

David Novak

Julie Volkman

Mark Leeman

Argumentation and Forensics Division

Jeanne Hunt (alternate)

James Dimock

Asian/ Pacific American Caucus (1 rep)

Hsin-I Cheng (alternate)

Asian/Pacific American Communication Studies Division (2 reps)

Hsin-I Cheng (alternate)

Basic Course Division (2 reps)

Kevin Meyer

Melissa Broeckelman- Post

Black Caucus (1 rep)

Caucus on Disability Issues (1 rep)

Margaret Quinlan

Caucus on LGBTQ Concerns (1 rep)

Justin Boren

Communication and Aging Division (2 reps)

Carla Fisher

Communication and Law Division (2 reps)

Lin Allen

Communication and Social Cognition Division (2 reps)

Tamara Chock

Communication and the Future Division (2 reps)

Lonny Brooks

Chris Gurrie (alternate)

Communication Apprehension and Competence Division (2 reps)

Amber Finn

Michael Hazel

Communication as Social Construction Division (2 reps)

John Chetro-Szivos

Communication Assessment Division (2 reps)

Philip Backlund

Lori Zakel

Communication Centers Section (2 reps)

Jennifer Ellis

Communication Ethics Division (2 reps)

Lisbeth Lipari

Annette Holba

Community College Section (2 reps)

Deborah Hefferin

Robert Leonard

Critical and Cultural Studies Division (4 reps)

Kevin Ayotte
Radhika Gajjala
Donovon Conley
Megan Foley

Editors, Official Journals (11 reps)

Cheri Simonds
Ronald Jackson II
Shiv Ganesh
Raymie McKerrow
Heidi Rose
Ronald Arnett

Elected, At-Large & LA (15 reps)

Ruth Kay
David Novak
Anne Mattina
Leah Bryant
Jennifer Willis-Rivera
Boris H.J.M. Brummans
Tony Adams
Anastacia Kurylo

Elementary and Secondary Education Section (2 reps)

Anna Wright

Emeritus/Retired Member Section (2 reps)

Larry Schnoor

Environmental Communication Division (2 reps)

Richard Besel
Ross Singer

Ethnography Division (2 reps)

Lisa Tillmann
Keith Berry

Experiential Learning in Communication Division (2 reps)

Lori Britt
Angela Corbo

Family Communication Division (2 reps)

April Trees
Loreen Olson

Feminist and Women Studies Division (3 reps)

Barbara Parisi
Katherine Denker
Elizabeth Desnoyers-Colas

Freedom of Expression Division (2 reps)

Paula McKenzie
Debbi Hatton

GLBTQ Communication Studies Division (2 reps)

Danielle Stern
Erin Rand

Group Communication Division (2 reps)

Sandra Ketrow
Kathleen Propp

Health Communication Division (3 reps)

Nichole Egbert

Human Communication and Technology Division (3 reps)

Star Muir
John Howard III
Brett Lunceford

Instructional Development Division (2 reps)

Jennifer Waldeck
Alan Goodboy (alternate)

International and Intercultural Communication Division (4 reps)

Mary Bresnahan
S. Lily Mendoza
Yoshitaka Miike
Ahmet Atay

Interpersonal Communication Division (4 reps)

Jennifer Samp
Andrew Ledbetter
Jennifer Theiss

La Raza Caucus (1 rep)

Josue David Cisneros

Language and Social Interaction Division (2 reps)

Todd Sandel

Latina/Latino Communication Studies Division (2 reps)

Matthew Brigham
Yarma Velazquez

Mass Communication Division (4 reps)

Stanley Tickton
Shane Tilton

Master's Education Division (2 reps)

Barbara Baker

NCA Executive Committee (12 reps)

Philip Backlund
Nancy Kidd
Ronald Shields
Kathleen Roberts
Steven Beebe
Richard West
David Henry
Kathleen Turner

Nonverbal Communication Division (2 reps)

Cindy White
Amy Ebesu Hubbard

Organization Communication Division (4 reps)

J. Kevin Barge
Loril Gossett
John Lammers

Peace and Conflict Division (2 reps)

Gregory Paul (alternate)

Performance Studies Division (2 reps)

Tracy Stephenson Shaffer
Mindy Fenske

Philosophy of Communication Division (2 reps)

Pat Arneson
Deborah Eicher-Catt

Political Communication Division (3 reps)

Kate Kenski
Jill Edy

Public Address Division (3 reps)

Kirt Wilson
Angela Ray

Public Relations Division (2 reps)

Brigitta Brunner
Michael Palenchar

Regional Affiliates (13 reps)

Tobi Mackler
Kirsten Heintz
Daniel Grano
Robert Becker
Robert Stockton

**Rhetorical and Communication Theory
Division (5 reps)**

Kendall Phillips
Daniel Brouwer
Bradford Vivian
Darrel Wanzer
Kristin Stimpson (alternate)

Spiritual Communication Division (2 reps)

Student Section (2 reps)

Emily Raucher
Dayna Chatman

Theatre, Film and New Multi-Media (2 reps)

Patricia Friel
John Soliday

Training and Development Division (2 reps)

J.D. Wallace
Peter Jorgensen

**Undergraduate College and University Section
(2 reps)**

Barbara Burke
Teresa Heinz Housel

Visual Communication Division (2 reps)

Charles Goehring

Women's Caucus (1 rep)

Lakresha Graham

APPENDIX H.
**ADMINISTRATIVE RESOLUTION: CLARIFICATION WITHIN JOB-LISTINGS
WITH REGARD TO THE PRESENCE OR ABSENCE OF DOMESTIC PARTNER
BENEFITS AT SPECIFIC INSTITUTIONS**

Sponsored: National Communication Association (NCA)

Registration of Domestic Partner Benefits Committee

Whereas, The recruitment and retention of qualified faculty is of paramount importance to all institutions that publish job announcements on the NCA/Spectra job lists, and,

Whereas, LGBTQ individuals are an integral part of the academic community, and,

Whereas, Discrimination against any minority group in the Association is contrary to the Association's mission, and,

Whereas, Both homosexual and heterosexual individuals can enter into domestic partnerships, so it is in the interest not only of individual applicants but also of the field as a whole for applicants to understand whether these benefits are available, and,

Whereas, Scholarly institutions will enhance their recruitment and retention by offering equal compensation packages, and,

Whereas, Explicit clarity in job advertisements about the provision or non-provision of domestic partner benefits will avoid confusion, maximize efficiency in the application process for both applicants and employers,

Be it Resolved That: The NCA require that anyone submitting a job advertisement indicate the hiring institution's policy on domestic partner benefits by selecting among the following options in a drop-down menu: 1) this institution offers benefits to different sex domestic partners; 2) this institution offers benefits to same-sex domestic partners; 3) this institution offers benefits to same-sex and different sex domestic partners; 4) this institution does not offer benefits to domestic partners; or, 5) this institution chooses not to disclose its domestic partner benefits policy.

And,

The NCA will publish the response in the online job advertisement and will publish the response in SPECTRA job advertisements.