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# spectra

A Publication of the National Communication Association

**SPECIAL INAUGURAL ISSUE:**

*The Department  
of the Future*

1 Executive Director's Message  
2 President's Message  
4 Change and Departmental Success

8 Rapid Change as the Constant  
12 Learning Across the Curriculum  
16 Training the Communication Researcher  
of the Future

20 Job Advertisements  
31 Resources for NCA Members

## MESSAGE FROM THE

# Executive Director



With this inaugural issue, we are pleased to introduce the updated Spectra to the NCA membership. As many of you know, Spectra was on hiatus for several months while we developed a new broad approach to the association's communications that allows for more rapid and tailored dissemination of time-

sensitive information. We recently introduced several new electronic newsletters (the Insider for academic and professional resources, Member Notes and News for updates on governance of the association and individual members, and Special Announcements) in addition to the already existing convention e-newsletter. Much of the previous content from Spectra has shifted into these e-newsletters. That left us with the freedom to use Spectra for new content, and this introduction will provide you with an overview of what to expect in this publication in the future.

### History of Spectra

Before turning to the future, we would like to briefly remind you of the long history of Spectra as the primary newsletter for the National Communication Association. Spectra has served as a conduit for information for communication scholars since 1965, and its name is an acronym for Sciences, Public Address, Education, Communication, Theatre, Radio-TV-Film and Arts. With this updated version, we are honored to continue the important tradition started by our colleagues many years ago of bringing relevant and timely information to people in our discipline.

### Spectra's Content

Spectra will continue to be distributed in print four times per year. Each issue will have four feature-length articles that cover topics of interest to communication scholars, in addition to the President's Column and job advertisements. As you can see, the publication looks more like a magazine than in the past, which aligns with the shift in content.

One issue per year will focus on a particular theme. The three non-themed issues will include articles that fall into the following categories: Career Development; External Representation of the Discipline; Funding; Higher Education/ Disciplinary Trends; Pedagogy; Public Policy; and Publishing. Some authors will be from the discipline and others will not, depending upon the topic.

### Inaugural Issue

The theme for this inaugural issue is "The Department of the Future." We selected this theme to reflect the significant changes occurring in higher education that we anticipate will fundamentally alter some dimensions of the academic environment for communication departments over the next period of time. We offer sincere thanks to our insightful group of authors who have provided us with their expert perspectives on specific dimensions of this broader theme.

Charles Bantz, chancellor of IUPUI (Indiana University-Purdue University Indianapolis), writes about six key changes in the current academic environment and how they are affecting communication departments. Jacqueline Taylor, dean of the College of Communication at DePaul University, explores what the undergraduate communication major of the future will need to ensure continued growth and success in meeting the

*(continued on page 3)*

## ABOUT

# spectra

Spectra is published four times a year (March, May, September and November), and all NCA members receive a subscription. To inquire about individual subscriptions for non-NCA members, please contact [memberservice@natcom.org](mailto:memberservice@natcom.org).

### Advertising in Spectra

For information about placing an advertisement in Spectra, please go to [www.natcom.org/advertising](http://www.natcom.org/advertising).

## COMING IN MARCH

Tim McManus, Partnership for Public Service  
The federal workforce of the future

Jamey Piland, Trinity Washington University  
The advent of learning communities

Michael Roloff, Northwestern University  
Trends in academic publishing

Jody Roy, Ripon College  
Using communication scholarship to combat violence and hatred

# President



As we wrap up the first decade of the 21st century, we welcome the inaugural issue of the reformatted Spectra. I am very proud of the work done by NCA's National Office staff to launch several new communication formats via the electronic newsletters, and now this new magazine. Guest authors in this issue foretell

important matters facing the "Department of the Future." I take this as a good opportunity to think about the association of the future.

We are all aware that the purpose of an association is to, well, associate. No news there. But what drives us to associate now and into the future? Those of us who study and teach communication understand that communication constitutes relationships. Thus, any association is the sum total of relational webs, each with its own history and needs for relating. As most of us know, NCA's official beginning was in 1914, when a group of public speaking teachers became fed up with trying to teach speech within departments of English. A small band of these teachers signed a declaration of independence of sorts, withdrawing from the English association and establishing the National Association of Academic Teachers of Public Speaking. Today, close to 100 years later, NCA serves almost 8,000 members, with interests and needs much more diverse than those early members could have ever imagined.

What drives us to associate today and what will sustain us into the future? We may have about as many answers to this question as we do members. The American Society of Association Executives (ASAE) presents seven purposes of associations, and as I reflect on this list, I am even more convinced of the importance of a strong national association. In fact, I believe we'll need a strong NCA even more in the future to provide:

- 1) Opportunities to further a specific mission
- 2) A community of interest
- 3) Education/professional development
- 4) Standards, codes of ethics and certification
- 5) Information, research and statistics
- 6) A forum to discuss common problems and solutions
- 7) Services and information to the general public and our communities

If you have not studied NCA's mission statement, it appears below. It is important for us to cohere around a mission that carries us into the future:

The National Communication Association advances communication as the discipline that studies all forms, modes, media and consequences of communication through humanistic, social scientific and aesthetic inquiry.

The NCA serves the scholars, teachers and practitioners who are its members by enabling and supporting their professional interests in research and teaching. Dedicated to fostering and promoting free and ethical communication, the NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

In addition to a strong mission, a good association needs a sound strategic plan to guide its work. The association wants and needs your input on how best to address our goals into the future.

**Read NCA's strategic plan at [www.natcom.org/strategicplan](http://www.natcom.org/strategicplan)**

I believe our national association is doing a good job of implementing ASAE's seven goals. I hope you have noticed an increase in NCA projects that address these goals and our new strategic plan. I believe you'll continue to find even more evidence in the near future of significant work from our National Office, Executive Committee, boards, working committees and many NCA units that advance the discipline.

I have long talked about NCA as a "keeper of the discipline." I say this because NCA serves both the research and teaching missions of the discipline, in addition to providing the greatest array of services for researchers, teachers, administrators and students. I mean no disrespect to our brother/sister associations here. We are all working together to advance the discipline and each association has a special contribution to make.

NCA wants to do the best job possible to provide meaningful resources for our members. We need to keep a continual eye to the future needs of the discipline, departments and members and make sure

*(continued on page 3)*

MESSAGE FROM THE

## Executive Director *(continued from page 1)*

demands of society. Terrel Rhodes, vice president for the Office of Quality, Curriculum, and Assessment at the Association of American Colleges and Universities, writes about communication courses in the context of general education requirements and learning across the curriculum. And Charles Atkin, chair of the Department of Communication at Michigan State University, addresses the changes we need to make to prepare our researchers for careers inside and outside of the academy. Together these articles provide us with a comprehensive picture of the context within which we will be working in the future.

### Spectra Advisory Board

To help ensure that the content of Spectra reflects the interests and priorities of our members, we have created an Advisory Board that comprises representatives from each of the four regional communication associations. We are grateful to the following Advisory Board members who have generously agreed to offer their time and

wisdom for this endeavor: Ron Arnett, Duquesne University; Ken Cissna, University of South Florida; Fred Jandt, California State University San Bernardino; and Kevin Meyer, Illinois State University. The members of the board will meet a few times a year to develop and evaluate ideas for themed issues, article topics and authors. They will work closely with the NCA National Office staff who manage the full Spectra production process.

NCA is pleased to share this exciting new publication. We welcome your feedback on the content and style, as well as suggestions for article topics and authors. Please contact us at [spectra@natcom.org](mailto:spectra@natcom.org). We hope you enjoy reading Spectra today and in the future. ❖

Nancy Kidd, Ph.D.  
Executive Director

MESSAGE FROM THE

## President *(continued from page 2)*

that we are putting our efforts into projects that will have the greatest impact. While we have a staff of 14 in Washington, D.C., much of the association's important work is done by volunteers. We will need every bit of effort and expertise that our many volunteers bring to the association to implement our strategic plan. From this perspective, the responsibility for the success of NCA belongs to all of us.

Envisioning the future of NCA is especially challenging as we have a broad diversity of members at different career stages and across all 50 states and many different countries. We represent a broad spectrum of philosophical, paradigmatic and political commitments as well. It is essential that we find best practices that allow us to engage our differences as strengths. I believe it will become even more important for us to band together and rally around what we have in common. We need a strong national association to represent us and advocate for us in Washington, D.C. At the same time, we need an organization that provides us with the resources to help us advocate—and convey the richness of—communication

research and teaching in our state, local and campus communities.

I appreciate each individual NCA member, as well as the campuses that maintain departmental memberships year after year. NCA is not a luxury to join only when we have a specific need to associate. As with any relationship, we are stronger when we focus on what we are putting into the relationship and not just on what we receive. As we move into the future, our association, and by extension our discipline, needs our collective voices, sweat equity and leadership.

As always, when you have questions, ideas, comments or concerns, please send them to NCA at [inbox@natcom.org](mailto:inbox@natcom.org). In addition, you can reach me at [braithwaitenca@unl.edu](mailto:braithwaitenca@unl.edu). I have appreciated the honor of serving as your president and do believe our future is bright. ❖

Dawn O. Braithwaite, Ph.D.  
President

# Change and Departmental Success

by Charles R. Bantz

In this inaugural issue of Spectra, I have the license to imagine the operational model of a communication department of the future. Historically, this would be an uninteresting task, since predicting the future in university structures has been relatively easy—predict “what was, will be” with a footnote (“during financial stress, small, academically weak and internally troubled units may be reorganized or eliminated”). The challenge of restructuring is so great that the few examples of dramatic restructuring—for example, Arizona State University in the 21st century—stand out from a field of numerous examples of exceedingly high cost-low change.

Over the past 20 years, however, our environment has changed and the operational models for universities and departments are more dynamic and complicated. Let me briefly sketch six changes in the current environment and how they are altering the context for academic departments: (1) the decline in state support, (2) the rise in accountability, (3) increased diversity of students and faculty, (4) internationalization of U.S. higher education, (5) increased interdisciplinary and multidisciplinary collaboration and (6) faster pace. While these changes are not complete, they are already transforming the world I have worked in as a chair, vice provost, provost and chancellor over the past 20 years.

## Reduction in State Support

As reported in the State Higher Education Executive Officers FY 2009 Finance Report, those in public universities have faced a decline in state support measured either as a percentage of state budget or a percentage of university budget (see Tom Mortenson’s blog in Postsecondary Education Opportunity, February 2010). This decline began long before the “Great Recession” that has now seen actual dollar reductions in state support.

For those in private universities, the recession produced a dramatic decline in the value of endowments. Despite the recent recovery, the stock market still shows a multi-year decline, as reported in the July 1, 2010, Chronicle of Higher Education. Even more challenging, most endowments pay using a multi-quarter rolling average that means the decline in payouts will occur in universities for several years—a 12-quarter rolling average means the decline in the 4th quarter of 2008 will affect payouts through the 4th quarter of 2011.

These financial changes have meant universities and departments have had to find additional sources of revenue. In addition to increases in general tuition rates, they have had to be far more entrepreneurial. Departments are making greater efforts at gaining philanthropic support; encouraging technology transfer with its consequent revenue through royalties or ownership of companies; increasing externally funded support for research, learning and programs; differentiating tuition by charging more for higher cost or higher demand programs; and creating new programs such as online, executive education and adult education.



### Increased Accountability

The second significant contextual change for universities has been a dramatic rise in the expectation of accountability. The emergence of report cards, dashboards and performance reports is pervasive. Particularly critical is the emergence of assessment and outcomes measurement within disciplines and across undergraduate education in areas such as liberal education (or “general education” on some campuses). Over more than 20 years, the regional accrediting bodies such as the Higher Learning Commission (formerly North Central), Southern AC, WASC and Middle States have not only required assessment plans, but also expected the plans to be implemented, with the results integrated into subsequent actions (e.g., revision of the curriculum).

When I began as department chair at ASU in 1989, discussions of assessing our performance in preparing students either in service courses or in our major were rare. Today, IUPUI is implementing measurement of student learning course by course to assess whether students are experiencing courses that cover all the

principles of undergraduate learning—and, in a pilot, how well they learned those principles. These changes are systemic as they are now integrated into the decanal campus accreditation review as well as other assessments—by specialized accreditors, boards of trustees and governmental bodies.

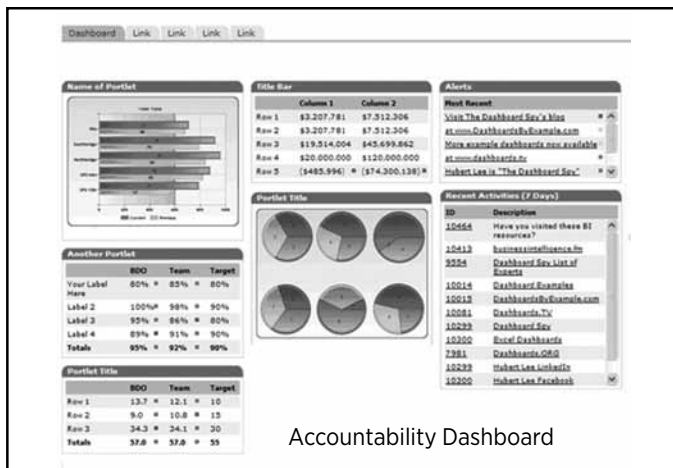
### Growing Diversity

The third significant contextual change is the increased diversity of students and faculty in U.S. higher education. While we are not yet as successful in providing both access and success to a student body that represents the U.S., our student body is fundamentally different from 30 years ago, according to the National Center for Education Statistics. This change is critical to the success of both the U.S. and universities in serving our mission of enhancing opportunity. Of course, the diversification of our faculty and staff follows a similar, if “lagged,” trend—more diverse than 30 years ago, but not yet matching the population.

Learn more about IUPUI's measurement of student learning at <http://nca.iupui.edu>.

### Rising Internationalization

A fourth and related contextual change is the internationalization of U.S. higher education. We have continued to see growth in the number of international students coming to our campuses, as well as the number of students pursuing some international experience. At the same time, we have dramatically increased the number of our faculty who have international experience both by birth and choice, our researchers are expected to be familiar with the literature of the world and technology has made interaction faster. The internationalization adds diversity to our campuses and enriches learning by both students and faculty.



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“Financial changes have meant universities and departments have had to find additional sources of revenue. In addition to increases in general tuition rates, they have had to be far more entrepreneurial.”

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### Greater Interdisciplinary Collaboration

The fifth contextual change, which is not new to most communication scholars, but has been dramatic in many other disciplines, is the rise in the value of and expectation for interdisciplinary and multi-disciplinary collaboration. Many in my graduate school cohort were assiduously studying in sociology, psychology, computer science, statistics, history, English, political science and philosophy departments, to name a few. Some of us even did research and published in those disciplines' journals. We pursued these studies to build a better

faculty and administrators as the mantra of “do more with less” is compounded by “do all of it faster.” The result is there may actually be less patience for change to occur.

These six changes are not the only ones touching universities and departments, but they nonetheless have created a pattern of change that will influence departments of the future. Some, such as the diversity of faculty hires, will directly affect departments. Others, such as financial model changes, also will have a more indirect impact.

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“We have dramatically increased the number of our faculty who have international experience both by birth and choice, our researchers are expected to be familiar with the literature of the world and technology has made interaction faster.”

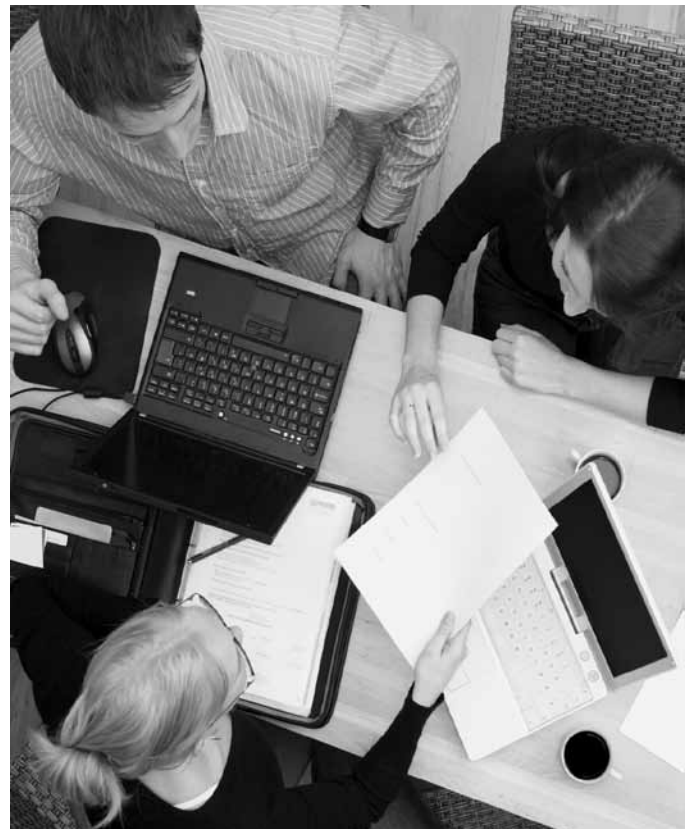
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understanding of communication and enjoyed the innovation that occurred at the edges of disciplines.

Sometimes communication was criticized as a weak discipline because it was so interdisciplinary. But, as it turned out, communication faculty were pioneers. These days, grant proposals often require interdisciplinary teams and some very large grants can only be submitted as multi-unit collaborations (e.g., NIH's Clinical and Translational Sciences Awards). Thus, the ability to partner and navigate among disparate disciplines is extremely valuable and correspondingly, there is little patience for interdisciplinary disputes.

### Faster Pace

A sixth change is simply that things are moving faster today—virtually everyone notices that technology has made messages move more quickly (and seemingly never stop), the growth in knowledge is widely documented and the current volatility in the financial markets reflects the rapidity of both communication and actions as news turns into buying or selling almost instantaneously. This is adding stress to university





core of their mission, expect the highest quality of the faculty and students and get on with their work in a professional manner.

Departments always need to work to ensure they are doing an excellent job at their mission, but we must recognize the tension of change and stability that is fundamental to universities. Universities are one of Western societies' longest lasting institutions—partly because they have not overreacted and changed willy-nilly and forgotten their core mission and partly because they have been able to adapt to a society that has changed dramatically through the centuries (e.g., University of Bologna founded 1088, University of North Carolina founded 1789, IUPUI founded 1969). There is no reason to assume that the next 100 years will provide fewer opportunities to improve our work than the past 100 years.

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“Departments that flourish will be entrepreneurial, collaborative, innovative and disciplined in using evidence-based decision-making. In addition, they will incorporate diversity and internationalization into the core of their mission, expect the highest quality of the faculty and students and get on with their work in a professional manner.”

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Before speculating on the future, there is one thing that has not changed: doing great work is appreciated and often rewarded. Doing poor work is sometimes a negative in rewards, always a negative in perception. Senior campus leaders want departments to succeed—and that is measured by excelling at our mission: making sure learning is occurring, doing quality research, being civically engaged, enhancing diversity and managing yourself well.

### **The Future of Departments**

Departments that flourish will be entrepreneurial, collaborative, innovative and disciplined in using evidence-based decision-making. In addition, they will incorporate diversity and internationalization into the

So, congruent with my own leadership philosophy, I do not tell departments which choices they should make even within my own discipline, but I do encourage them to integrate these trends into their future. Universities are central to our future and communication is a central discipline. We need our departments to be successful. ❖

*Charles R. Bantz, Ph.D., is chancellor of IUPUI (Indiana University-Purdue University Indianapolis) and executive vice president of Indiana University, where he also serves as professor of communication studies and holds adjunct appointments in management and organizational leadership and supervision.*



# Rapid Change as the Constant

## *The Undergraduate Communication Degree of the Near Future*

*by Jacqueline Taylor*

Communication as an undergraduate field of study has been experiencing explosive growth. In the most recent 10 years of available national data, the number of undergraduate degrees conferred in communication has increased by 63 percent (based on nationally reported IPEDS data). Students realize, as never before, how important communication is in all of our lives. It always was, of course. Humans are communicating creatures.

As we tell our students, “You cannot not communicate.” But now everyone can recognize that we are living in the communication age. College students come to us as already experienced consumers and creators of communication. The communication they create includes not only face-to-face and written communication, but also performances of self they have constructed for their navigation of such virtual communities as MySpace and Facebook. Journalism,



## Rapid Change as the Constant

too, is grappling with seismic change. Convergence has given us the 24/7 news cycle and the capability for everyone with access to a cell phone to share their stories and opinions with the world.

But even family communication has been forever transformed in the digital age. Parents know this. Our children do homework in front of the computer, writing papers they research online, while IMing, texting and talking on the phone with their friends, editing their Facebook pages, downloading music, watching TV and listening to or tuning out the live comments of their parents or siblings. They know, walking in the door, that they are communicating creatures, and that in a communication world, the development of their ability to create effective communication and reflect critically on the communication of others will be essential not just in their professional lives, but in their lives, period.

So we are already teaching communication to undergraduates in an era of constant change and rapidly evolving technology. As we teach the students currently with us, we must prepare them to enter a workplace that will be different when they graduate than it was when they began their degree programs. At the same time, we must plan the curriculum for the next generation of college students, the ones who are just now entering high school.

While future communication graduates will still need to communicate effectively in writing and orally, think critically, draw on a rich array of communication behaviors and strategies, find and evaluate information and analyze the communication of others, these hallmarks of communication will not be sufficient. Without stepping away from the core responsibilities

that have shaped our field, we need to look honestly at how changes in the world, the workplace, higher education and the disciplines of communication will demand changes in the programs and courses we offer to our undergraduates.

Teamwork and projects will play central roles. Group work and project-based education have long been characteristics of communication pedagogy. The need for engaged and innovative pedagogy will continue to grow. Our next generation of students, shaped by a media-rich world, will be even less interested than the current college population in absorbing material through traditional lectures. We can expect that they will prefer to work and study in groups and collaborate on projects and creative products that allow them to integrate and demonstrate what they have learned. Their interest in project-based education will resonate with the needs of the workplace, where complex problems will demand solutions created by teams with complementary skills.

Providing students with theoretical frameworks and a strong liberal arts education will become even more



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critical as the volume of information and the rapid evolution of the workplace continue to accelerate. The liberal arts offer an invaluable foundation for lifelong learning. But theory, history and interpretation will come most alive for these students as they apply what they have learned in concrete ways. Getting students to engage in meaningful ways with challenging texts will continue to require teachers who can bring those materials alive.

Communication students will expect the programs they enter to offer courses in a variety of flexible formats. Face-to-face courses will be joined by online and blended courses. Formats will include the traditional term-long courses and a variety of modular units. Three- or four-credit-hour courses will be joined by one- and two-credit-hour courses with flexible start and end dates. Programs that do not provide this flexibility to students will find themselves losing credit hours

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“Intercultural awareness and facility in communicating successfully in a richly diverse world and workplace will be critical competencies for the communication graduates of the future.”

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Oral and written literacy must be joined by technological literacy. Already, students and employers alike expect anyone with a communication degree to possess knowledge of and facility with navigating the world of social media and to know how to create polished communicative messages that have an impact in cyberspace. Increasingly, our students will want and require some degree of production skill—for instance in audio, video and photography—as they communicate through multiple platforms. Digital technology has placed highly portable cameras and editing software within the reach of even small communication programs, a trend we can expect to continue. The curriculum of the near future will need to build into courses the opportunity to sharpen small-format production skills.

At the start of their major, communication students will begin creating their e-portfolios, and e-portfolio development will be integrated into the curriculum throughout the major. The creation of the portfolio will become another important strategy for deepening and strengthening student learning. This curricular emphasis will produce graduates with real understanding of what they have learned in their communication programs and with something concrete to show to potential employers or graduate schools.

to universities that do, as students increasingly take advantage of a global marketplace for communication course work. Technology and facility with online capabilities will enable students in performance and public speaking courses to tape and upload their work and then participate in peer critiques. Such technology will allow classes to use face-to-face time for higher level, more polished work.

Interdisciplinarity between communication areas will increase, as convergence drives us to work across traditional lines and communicate across multiple platforms. Communication studies, journalism, media and cinema studies, public relations and advertising will increasingly need to join forces, to cross-list or collaborate on courses, as the era of digital communication increases the demand for production and editing courses and for effective analysis and production of communicative messages in every field.

Programs and courses will take up global issues and topics. Communication programs will expand study abroad opportunities, and cooperative relationships with international universities will allow students who cannot participate in study abroad to deepen their knowledge of and facility in communication across cultures by sharing virtual classrooms and collaborating on research or project teams with students in other countries.

## Rapid Change as the Constant

Just as global issues and awareness will need to be embedded across the curriculum, so must an emphasis on communicating effectively with diverse groups and across cultures. The United States will be even more diverse 10 years from now. Intercultural awareness and facility in communicating successfully in a richly diverse world and workplace will be critical competencies for the communication graduates of the future.

The current generation of undergraduate students places heavy demands on the major program's advising staff. Students are coming into universities with a higher percentage of learning disabilities and special needs than ever before. In addition, many students have become accustomed to parents playing such an active role in their educations that they have not acquired skills for attending to their own academic progress. Communication programs will increasingly need to invest resources into strong proactive advising operations with professional staff who can contribute to academic success by helping students navigate the curriculum and encouraging the development of skills and behaviors that will prepare them for workplace success.

The best programs will be characterized by strong internship programs and robust professional linkages. Programs will be judged in part by their ability to encourage their students to develop the professional network and professional savvy that will make them marketable when they graduate. As the cost of tuition continues to rise, parents and students alike expect that the education for which they pay so dearly in time and treasure will not only improve students' minds, but also make them more employable.

Students will seek extracurricular opportunities that support their professional and career goals. The most effective and competitive communication programs will provide faculty-supported clubs and organizations that allow the students to develop their abilities as performers, debaters, journalists, directors, advertisers, film-makers, broadcasters, public relations professionals, bloggers, web-page designers, community organizers and organizational leaders. Service-learning

opportunities will be embedded in the curriculum and available as extracurricular opportunities. Alumni will engage with the students to provide professional development workshops or serve as mentors.

Larger programs will augment their degree programs with professional development opportunities in the form of communication-related continuing education. Graduates will return to their alma mater to update their knowledge in targeted communication areas. Faculty will also continue to update their training, particularly in rapidly evolving areas of the discipline.

Tenure-track faculty members will create and implement significant and ongoing curricular innovation, but as non-tenure-track faculty grow, tenure-track faculty will not be able to teach as large a proportion of the curriculum they develop. Instead, they will often take on leadership of teams of adjunct or graduate student faculty, leading key courses and core areas of the curriculum even as a significant portion of the teaching is placed in the hands of part-time and non-tenure-track faculty.

We have the thrill and the challenge of teaching in a field that is at the epicenter of exciting and daunting changes occurring in the world. Communication is and should remain one of the most dynamic, relevant, meaningful and important majors available to undergraduates. But the world and our fields are evolving at breathtaking speed. To make the most of our opportunity, we will have to embrace change and constantly acquire new skills, imagining into existence our amazing future even as we carry forward the great strengths of our past. ❖

*Jacqueline Taylor, Ph.D., is dean of the College of Communication and a professor at DePaul University. She does research in performance studies, with an emphasis on autobiographical performance and gender and communication. The 2011 edition of the Princeton Review's "Best 373 Colleges" recognized DePaul's communication program in the category of "Great Schools for 15 of the Most Popular Undergraduate Majors."*

# Learning Across the Curriculum

*Communication Departments Hold Vital Role*

*by Terrel Rhodes*

Most assuredly, many indicators point to a bright outlook for the academic communication departments of the future.

In addition to strong enrollments in the departments themselves, colleges continue to have communication as a learning goal for their graduates and the need for strong communication skills is growing.

In a 2010 national survey of employers, the Association of American Colleges and Universities (AAC&U) found that a majority of employers believe colleges should place greater emphasis on a variety of learning outcomes developed through a liberal education. See box below.



## **AAC&U Survey: Proportion of Employers Who Want Colleges to Increase Focus on Select Learning Outcomes**

- The ability to communicate effectively, orally and in writing (89 percent)
- Critical thinking and analytical reasoning skills (81 percent)
- The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (79 percent)
- The ability to connect choices and actions to ethical decisions (75 percent)
- The ability to analyze and solve complex problems (75 percent)
- Teamwork skills and the ability to collaborate with others in diverse group settings (71 percent)
- The ability to innovate and be creative (70 percent)
- The ability to locate, organize, and evaluate information from multiple sources (68 percent)
- The ability to understand the global context of situations and decisions (67 percent)
- The ability to work with numbers and understand statistics (63 percent)
- The role of the United States in the world (57 percent)
- Cultural diversity in America and other countries (57 percent)
- Civic knowledge, civic participation, and community engagement (52 percent)

*(Hart Research Associates, 2010)*

The survey results not only point to the importance of college graduates possessing strong communication skills, but also highlight several dimensions of learning that hold the keys to strengthening the work of communication departments in the future. For example, it is no longer sufficient for students only to be able to make a presentation to their class. They need to be able to discuss the topic in diverse groups and explore a problem or reach a solution to a challenge; they need to be able to take their knowledge into the community or workplace and converse with variably experienced people who may or may not have familiarity with the student's skills and abilities; and they need to be able to communicate with individuals who have grown up in very different cultures and may hold different values.

Clearly, colleges have recognized the importance of communication, including oral communication, through adopting requirements that all students must satisfy to graduate. But as many faculty and administrators have observed (Hart Research Associates, 2009):

Despite higher education institutions' focus on learning outcomes and their communication of these outcomes in a variety of ways, administrators acknowledge a lack of understanding of these goals among many

students. Slightly more than two in five (42 percent) of administrators believe that the majority of students understand their institution's intended goals or outcomes for undergraduate learning.

Part of the lack of understanding stems from the relegation of communication, along with many other essential student learning outcomes, to the portion of the curriculum denoted as general education. On many, but not all, campuses, general education has become the introductory courses on which lower division students focus before they delve deeply into the major. Hence, the general education requirements become embodied in one, or occasionally two, courses (e.g., writing and sciences) to be taken in the first two years of college and then are deemed to have been "met." This inoculation approach to learning does not serve us well anymore, if it ever did.

Indeed, as the National Communication Association states in its web introduction to Communication and the Campus, "Communication is the foundation of all disciplines across all curriculums." In this context, communication departments need to reconsider their approach to communication requirements and general education, not only because it makes economic and pedagogical sense, but also because it makes sense for deeper student learning. Just as writing programs have strengthened themselves through writing across the curriculum, oral communication can also become a pervasive component across the curriculum by drawing upon the expertise of communication faculty.

Again, employers have recognized the need for knowledge drawn from experts in the field, but also for the ability to apply expertise in a variety of situations (Hart Research Associates, 2010):

Employers believe that colleges can best prepare graduates for long-term career success by helping them develop both a broad range of skills and knowledge and in-depth skills and knowledge in a specific field or major. They are most supportive of practices that demonstrate a) students'



acquisition of both depth of knowledge in their major and broad skills, b) students' ability to apply their college learning in real-world settings, and c) their development of ability to conduct research and develop evidence-based analysis.

Students have also engaged in the conversation about general education and the major (Hart Research Associates, 2009):

Rather than seeing general education courses as complementary to and enhancing their understanding of their chosen area of study, many saw it as inapplicable to or even detracting from their major. Some described it as two separate tracks of study, with general education in the first two years and a focus on their major(s) in the last two.

What can the department of the future do to reconcile the varied nature of disciplinary knowledge, work and

Learn more about the AACU's VALUE project at [www.aacu.org/VALUE](http://www.aacu.org/VALUE).

preparation (the passion of the faculty), general education requirements (enrollment and FTE) and quality, essential

learning to all students? One strategy is to embrace the challenges as complementary, rather than competing. AAC&U, through its Valid Assessment in Undergraduate Education (VALUE) project, approached the challenge through an unlikely and often unpopular direction—assessment. VALUE engaged faculty teams in developing 15 rubrics as part of an assessment strategy to bridge the gaps between specialized and general education around essential, shared learning outcomes.

To illustrate, one of the rubrics focuses on oral communication. From 2007 to 2009, a team of faculty, comprised of experts (including NCA members) and non-experts, examined existing campus rubrics and other materials identifying key elements of what constituted learning for oral communication. The team analyzed and distilled the key elements into a set of broadly shared criteria for recognizing learning competence in oral communication at increasingly more advanced and complex levels of achievement.

In describing its approach to oral communication, the rubric development team explained:

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Thus, the student is expected to actually do oral presentations. This is a shared outcome for communication majors and non-majors. Technology now allows us to capture—and easily store—student performance with minimal cost. Moreover, faculty can review presentations when they wish and students can examine their performance and how it can be improved.

The oral communication rubric development team identified the core criteria for learning: organization, language, delivery, supporting material and central message. Each criterion was further articulated through performance descriptors at four increasingly more accomplished achievement levels.

For example, a beginning student performance description for the language criterion reads, “Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience,” whereas an advanced performance is described as, “Language choices are imaginative, memorable and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.” The entire rubric fits on a single sheet of paper or computer screen for ease of reference.

Any faculty member could pick up the rubric and develop the ability to use it in evaluating student presentations. Hundreds of campuses are using the VALUE rubrics and finding that they can attain very high reliability quite quickly through inter-rater reliability sessions with faculty. Then faculty can effectively use the rubrics to assess student learning. When the rubrics are shared with students, students

of contributing to student learning in constructive and valuable ways even when they are not experts in the field. The non-experts become reinforcers of the learning that students need regardless of where they choose to go after the foundational course(s) they may take.

The department of the future—and general education of the future—must become an integral part of developing

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“Communication faculty can no longer afford to relegate learning of essential outcomes solely to individual courses and assume our job is done.”

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express heightened understanding of what is being expected for their learning. Communication faculty and faculty in other disciplines can understand and use the rubric with similar results in their evaluations of learning achievement.

Through focusing our attention on student learning and articulating what we recognize as learning proficiency, we have created a bridge that allows experts—communication faculty—to engage in meaningful conversation with non-expert faculty and with students through a common language, set of criteria and demonstrations of learning achievement.

For example, rubrics allow experts to develop additional tools or instruments to facilitate evaluation of oral presentations that may be particularly useful in introducing students to the concepts, theories, conventions and language and modes of communication. In addition, rubrics allow non-expert faculty to develop confidence to integrate communication more fully into their courses by providing definition and guidance for valuing this “foreign” learning outcome within their specific context and for their respective audiences.

The general VALUE rubrics provide a means for students and faculty to see the importance of essential learning across their educational pathways—general education and the major—and allow non-expert faculty to see themselves as both responsible and capable

student learning in intentional ways throughout a student’s time in higher education. Communication faculty can no longer afford to relegate learning of essential outcomes solely to individual courses and assume our job is done. We must explore ways in which all faculty can and do contribute to advancing essential liberal learning across and throughout the curriculum (and co-curriculum).

General education is no longer the first two years of college, a discrete set of introductory courses or the pursuit of different learning outcomes than the major. Just as we, as individual faculty, are expert in some areas and less so in others, we are not privileged to abdicate our responsibility for advancing student learning in essential areas beyond our content expertise. We cannot afford that view any longer. Quite literally, even though the pedagogies, the content and the level of engagement will vary across the faculty and the campus, the development of the VALUE rubrics has allowed all of us to be on the same page in sharing expectations for student learning. ❖

*Terrel Rhodes, Ph.D., is vice president for the Office of Quality, Curriculum and Assessment at the Association of American Colleges and Universities (AAC&U). He focuses on the quality of undergraduate education, access, general education and assessment of student learning. He also serves as director of the annual AAC&U General Education Institute and the Engaging Departments Institute.*



# Training the Communication Researcher of the Future

*by Charles Atkin*

The traditional processes and practices for training communication researchers have evolved rather gradually over the past quarter century, with modest changes in teaching and mentoring doctoral students. During this period, the market has produced a sustained rise in hiring of newly minted faculty.

The abrupt deterioration of state government support for higher education, combined with the increasing reliance on grant funding, will significantly reshape the ways that departments educate doctoral students for research-oriented careers. Substantial transformation in doctoral training will unfold over the next decade to effectively prepare students for a job market that will demand better-trained researchers.

## **Limited Academic Market**

The primary impetus for the looming upgrade of communication research training is economic. The recent recession has exacerbated more fundamental structural forces to limit demand for communication Ph.D.s. The expansion to approximately 80 communication doctoral programs and the substantial increase in the number of Ph.D. graduates have yielded an oversupply of Ph.D.s. This is coupled with a greater oversupply of graduates in related disciplines (i.e., sociology, psychology, political science, information studies, public health) who are increasingly looking to the communication field for jobs. Many of these candidates will have stronger training as researchers, thus raising the bar for communication doctoral graduates.

Further, some communication departments will cope with declining budgets and rising undergraduate enrollments by increasingly relying on adjuncts and temporary instructors to efficiently teach these classes.

Availability of costlier research-oriented faculty positions may flatten or actually decline over the next decade.

These developments will put a premium on hiring the best and brightest new Ph.D.s who will need to have stronger research records than previous generations of doctoral graduates. Indeed, the research capabilities of tenure-track job candidates may be weighed even more heavily relative to teaching ability in the future.

To be competitive in the next decade, Ph.D. graduates will need to publish a greater number of well-placed journal articles. Students will require improved training because publication standards in the leading journals will steadily rise. The proliferation of communication journals means that many young researchers can produce a high quantity of output. Search committees and promotion committees are likely to lean more heavily on quality over quantity, which enhances the value of articles appearing in prestigious journals.



## Fundamental Changes in Ph.D. Programs

Given the tight long-term job market, changes in the size and composition of the cadre of doctoral students can be anticipated at most institutions. First, Ph.D. programs are likely to admit relatively fewer students than in the past. Second, the quality of these more selectively admitted students will probably be greater as measured by GPA and GRE scores.

Moreover, future doctoral students will probably spend a longer period of time learning and honing their research skills because tenure-track positions will require a stronger record of research accomplishments (rather than potential) and extended experience on grant projects. In general, students will need a lengthier apprenticeship to succeed in the market. Some departments will adopt a budget model where more assistantship funds are invested in a fifth or sixth year of support to boost quality of training, with a corresponding decrease in size of incoming classes.

These factors indicate that a smaller quantity of higher quality Ph.D. will be produced 10 years down the line. In addition, the expectation is that research will become increasingly diverse and specialized in terms of topical domains and research methods. Departments might extend the time that students are supported in the program and offer expanded doctoral course offerings.



## Curriculum Trends

To better prepare researchers of the future, departments will attempt to efficiently deploy a more substantial array of offerings in theory and methodology at the Ph.D. level. More extensive theoretical course work will enable budding researchers to hone skills in conceptualization and formulate programmatic streams of inquiry. Supplementing the core methods/statistics sequence with a richer selection of specialty courses featuring material not covered—or treated too briefly in the core courses—would be advantageous to students.

If resources are insufficient to staff standard 3- or 4-credit courses, an alternative model is offering 1-credit courses on fairly narrow topics such as online research design, quasi-experimental design, hierarchical linear models, network analysis and statistical conclusions validity. A parallel upgrade of methods courses at the M.A. level would help students obtain stronger research skills to land entry-level research positions in the corporate and government sectors, as well as enhancing research capabilities of those who plan to advance to doctoral programs.

A prolonged tight job market will drive job applicants to pursue positions in a broader range of departments, rather than solely targeting departments prioritizing a specific type of research expertise. Quantitatively-focused Ph.D. students may need more exposure to qualitative and critical approaches to compete for jobs in communication departments seeking broadly trained faculty, while critically-focused students may expand their research perspectives to become marketable. Doctoral programs will need to contemplate whether to diversify course offerings to prepare students more expansively.

Another potential improvement in methods training for communication Ph.D. students is to augment in-house methods and statistics course work rather than rely on outside courses offered by departments on psychology, sociology, educational psychology and statistics. Although sending students across campus saves instructional resources, departments that seek

to bolster the applied research strengths of Ph.D. graduates may need to invest in methods courses presenting content tailored to the communication field. Instruction in advanced statistical concepts helps future researchers to gain a sophisticated understanding of underlying assumptions and appropriate application of point-and-click analysis packages. Beyond methods course work, departments will probably augment advanced “content” course offerings in growing specialties such as health communication, communication technology and public relations to increase marketability of Ph.D.s.

Conventional classroom instruction will increasingly be supplemented by online course work at the advanced graduate level. Various technological forms of mediated instruction afford the opportunity for greater breadth of access to specialized topics unavailable on campus, especially subject areas that are enjoying high demand in the job market.

The rapidly changing communication technologies in society will expand the breadth of phenomena that researchers study, so doctoral programs may need to offer more course work or identify outside courses that will familiarize students with pertinent new modes of communicating. Methodologically, technological developments will expand the assortment of available research tools, requiring updated training as new techniques diffuse.

### **Demand for Grant Capability**

The demand for expertise in obtaining grants has predictably risen as grant funds have expanded and general funds have contracted. Despite the passing of the temporary federal stimulus fund pool dedicated to grants, there will be tens of billions of dollars to be awarded annually by NIH, NSF and other federal and state agencies. Moreover, many foundations will distribute more money as their post-recession investment portfolios revive.

Researchers in a number of communication departments have been landing large grants at an all-time high level, especially in domains related to health

communication, communication technology and socially relevant media effects. In addition, communication specialists have bright prospects in co-investigator roles on grant projects centered in the medicine and natural sciences. As a result, provosts and deans will be more inclined than ever to invest in those entry-level positions that have the highest probability of eventually generating grant funds.

To meet this demand, doctoral programs will ramp up the types of training that augment grant capabilities for an increasing proportion of Ph.D. students. These fledgling grant researchers will need enhanced course work in methods and statistical analysis, as well as outside courses focusing on theory and literature in subject areas that receive high grant funding. Departments will need to offer students more opportunities to serve as research assistants on externally funded projects, either within the departments or across campus.

To be competitive for positions in grant-intensive communication departments, candidates will need to demonstrate at least one year’s experience as a half-time research assistant on a grant. A lengthier apprenticeship will enable faculty to advise grant-oriented students on how to write grant proposals and effectively network in forming interdisciplinary collaborations.

### **Expansion of Post-doctoral Training**

Post-doctoral positions have become widespread in the natural sciences and health sciences, but are rare





in communication. The number of available post-doctoral slots suitable to communication Ph.D.s will increase in the next few years, particularly for those specializing in health communication. Spending one or two years of intensive research

activity can greatly bolster a resume by providing ample opportunity for a valuable combination of journal publication output and a solid record of grant

To prepare these students, methods faculty should be encouraged to provide a greater variety of real-world examples illustrating how procedures such as sampling, design, measurement, analysis and drawing implications can be applied to the types of research conducted in government and private sector settings.

Departments should consider offering more specialty course work in evaluation research and applied methods for both M.A. and Ph.D. students, preferably taught by a professor or adjunct who has experience in non-academic research. Moreover, M.A. and Ph.D. students will benefit if faculty who teach courses in areas such as health communication, public relations, organizational communication and media effects give greater coverage to “real world” topics and findings produced in research organizations. Internships or summer employment in research organizations might also be arranged for advanced students who plan to seek careers outside of academia.

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“M.A. and Ph.D. students will benefit if faculty who teach courses in areas such as health communication, public relations, organizational communication and media effects give greater coverage to ‘real world’ topics and findings produced in research organizations.”

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writing and project implementation. The post-doctoral research experience should substantially improve one’s marketability, especially for communication departments at Research 1 universities.

### **Growth in Non-academic Jobs**

Given the projections of limited hiring prospects for new Ph.D.s seeking employment in academia, an increasing number of graduates will pursue research careers elsewhere. More Ph.D. grads will take research positions at government agencies and firms conducting contract research projects for the government, as well as jobs at marketing, advertising and public opinion research companies.

In conclusion, the research training function of communication departments is likely to change at a more rapid pace in the next decade. At the same time, theory and methods course work and experiential research opportunities are expected to expand and diversify to meet the changing demands of the multi-faceted market for communication researchers. ❖

*Charles Atkin, Ph.D., is chair of the Department of Communication at Michigan State University, where he has taught since 1971. He also holds the title of University Distinguished Professor. His teaching and research interests focus on mass communication campaigns, particularly in the health field.*

# Job Advertisements

## Angelo State University Assistant Professor of Communication

Expected Date of Appointment: Fall 2011

Assistant Professor of Communication to teach undergraduate and graduate courses. The successful applicant will possess strong communication and organizational skills and a desire to develop innovative learning experiences in one or more of the following undergraduate specializations: Advertising/Public Relations, Applied Communication (e.g., strategic communication, new social media/networking, health communication). Candidates with an interest in teaching graduate level courses in communication will be given strong consideration. Candidates should be dedicated to excellence in teaching, with a strong commitment to high professional standards.

Angelo State University ([www.angelo.edu](http://www.angelo.edu)) enrolls over 6200 students, belongs to the Texas Tech University System, and is an emerging Hispanic Serving Institution. The Department of Communication, Mass Media and Theatre serves over 350 undergraduate majors, has a growing graduate program and supports the mission and values of the institution. Faculty in the department demonstrate a strong commitment to service and student achievement through student advising, mentorship, collaborative research involving students, and student club sponsorship.

Ph.D. in Communication or closely related field is required at time of appointment. Strong A.B.D. candidates will be considered at the rank of Lecturer.

### Preferred Qualifications:

Demonstrated excellence in undergraduate teaching is preferred.

Applications can be filed electronically at <https://employment.angelo.edu/applicants/jsp/shared/frameset/frameset.jsp?time=1254765866653>

### Contact:

Shawn T. Wahl, Ph.D.  
Head of Department, Professor of Communication  
Department of Communication, Mass Media,  
and Theatre  
Angelo State University  
Member, Texas Tech University System

[shawn.wahl@angelo.edu](mailto:shawn.wahl@angelo.edu)  
Ph: 325-942-2031

## Baylor University Lecturer

Baylor University's Department of Communication Studies invites applications for two non-tenure track positions as full-time Lecturers. The

department seeks individuals who can teach four courses per semester in a range of undergraduate courses including public speaking, small group communication, interviewing, interpersonal communication, and nonverbal communication. Service activities on behalf of the department and university are also expected.

Applicants must have at least a M.A. degree in Communication Studies. Prior teaching experience is strongly preferred. Applicants should submit a letter of application, current vitae, transcripts and three letters of recommendation to Dr. David W. Schlueter, Department of Communication Studies, One Bear Place #97368, Waco, TX 76798-7368. Applications will be reviewed beginning November 1, 2010 and will be accepted until the positions have been filled. You can learn more about the Department of Communication Studies at its website ([http://www.baylor.edu/comm\\_studies/](http://www.baylor.edu/comm_studies/)).

Chartered in 1845 by the Republic of Texas, Baylor University is the oldest university in Texas and the world's largest Baptist University. Baylor's mission is to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community. Baylor is actively recruiting new faculty with a strong commitment to the classroom and an equally strong commitment to discovering new knowledge as Baylor aspires to become a top tier research university while reaffirming and strengthening its distinctive Christian mission as described in Baylor 2012 (<http://www.baylor.edu/about/vision/>).

Baylor is a Baptist University affiliated with the Baptist General Convention of Texas. As an Affirmative Action/Equal Employment Opportunity employer, Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

## Boston University, College of Communication Professor

Boston University's College of Communication seeks applications and nominations for the Feld Professorship in Emerging Media.

The successful candidate for this endowed professorship will be a nationally recognized scholar of distinction with an earned Ph.D. in Communication or a related field. Scholars utilizing diverse modes of inquiry and methodologies with an interest in any aspect of new media, including but not limited to online communication, media effects, media policy, social networking, media economics, media history, and computer-mediated communication, will be considered. This is a full-time, senior-level position at the full-professor rank, involving undergraduate and graduate-level teaching and commencing in September 2011.

Applications and nominations should be sent to Maureen Clark, Assistant Dean, Administration, Boston University, College of Communication, 640 Commonwealth Avenue, Boston, MA 02215-2422. Review of materials will begin October 1, 2010 and will continue until the position is filled. Boston University is an affirmative action/equal opportunity employer located in the nation's fifth largest media market.

Established in 1947, the College of Communication (COM) at Boston University is a large college with departments specializing in Film and Television, Journalism, Mass Communication, Advertising and Public Relations. COM's student population exceeds 2000 students annually, including undergraduate and Master's level students. The college integrates a strong liberal arts core with a heavy focus on preparing students for careers as communication professionals. Our faculty is a blend of traditional academicians and widely experienced professionals. Located in the 'hub of education' and a major media market, Boston University's College of Communication offers prospective faculty members a wealth of opportunities for collaborative efforts in academic and professional spheres.

Boston University is an Equal Opportunity/Affirmative Action Employer.

## Butler University Assistant/Associate Professor

The Strategic Communication Program in the College of Communication, Butler University, is searching for an outstanding person to join its faculty as a tenure-track assistant professor beginning August 2011. Extraordinary experienced scholar-teachers will be considered for a tenure-track associate professor rank.

**Requirements:** Ph.D. in communication-related field expected by contract start date (but an advanced ABD will be considered), evidence of teaching excellence, an ability to build connections within the professional community, and a record or promise of published scholarly research. Professional experience a plus.

Applicants for the position should be able to teach a range of introductory to advanced courses in public relations and advertising, such as introduction to strategic communication, writing, theory, research methods, campaigns, and courses related to the candidate's area of specialization. An interest and experience in developing and implementing curricula that address multicultural issues will enhance the application.

Butler University is a comprehensive, liberal-arts based private university located in the vibrant and culturally diverse city of Indianapolis, and is committed to undergraduate teaching excellence. The university supports six colleges and 4400 students. Research faculty have a typical teaching load of 3 courses per semester.

Interested candidates should send a letter of application, curriculum vitae, copies of all college transcripts, current teaching evaluations, a current representative research manuscript, and three letters of recommendation from faculty in your program. Send to:

Rose Campbell, Ph.D. Associate Professor  
Re: Strategic Communication Search  
Butler University  
4600 Sunset Avenue  
Indianapolis, IN 46208-3485

Review of applications will begin October 15 and continue until the position is filled. Consideration will be given only to complete applications.

Butler University is an EEO employer, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and historically underrepresented groups.

See job descriptions

## **California Lutheran University** *Assistant Professor*

The Department of Communication at California Lutheran University invites applications for a tenure-track Assistant Professor in the area of Research Methods to begin August 2011. The successful candidate will teach undergraduate courses in two of the following areas: research methods/statistics, persuasive communication campaigns, organizational communication, communication theories or other courses within the candidate's area of expertise. Other responsibilities include advising of undergraduate students. Doctorate in Communication or related area, evidence of quality teaching and/or professional experience and demonstrated potential for scholarly research are required. A.B.D. considered with doctorate earned by September 2011.

CLU is a private liberal arts university dedicated to academic freedom and affiliated with the ELCA Lutheran Church. CLU is located in Thousand Oaks, California, midway between Los Angeles and Santa Barbara; the current enrollment is about 3700 students. More information on CLU can be found at <http://www.callutheran.edu/>

Please send letter describing teaching experience, research, professional experience, curriculum vitae, evidence of teaching effectiveness, and three letters of recommendation to via email to:

Randy Toland [toland@callutheran.edu]  
California Lutheran University  
60 Olsen Road  
Thousand Oaks, CA 91350  
805- 493-3015

Review of applications will begin on January 18, 2011 and will continue until the position is filled.

CLU is an Equal Opportunity Employer. The university encourages candidates who will contribute to the cultural diversity of CLU to apply.

## **California State University, Fresno** *Director of Debate - Assistant Professor*

Tenure Track Assistant Professor (beginning August 2011)

Responsibilities include coaching the policy debate team, travel to regional and national tournaments, supervising graduate assistant debate coaches, administering the debate program, and teaching courses in argumentation, debate, and/or other areas of expertise. (S)he will also develop and coordinate a public debate program. Faculty members are expected to engage in research, university service, and student advising.

An earned doctorate (Ph.D.) in Communication or a closely related field, or a J.D., from an accredited institution or equivalent is required. Candidates nearing completion of their doctorate (ABD) may be considered; however, for appointment to the tenure-track position the doctorate must be completed by 8/17/2011. The successful candidate must have a record of excellence in intercollegiate policy debate as a coach and/or competitor. A record of success as a policy debate coach as well as coursework or experience teaching rhetorical theory and criticism, argumentation, or critical thinking, are preferred.

Submit online application at <http://jobs.csufresno.edu/> and attach the following materials: (a) Letter of application; (b) Curriculum vitae; (c) Evidence of teaching and coaching effectiveness; (d) Samples of recent scholarly work; (e) Unofficial graduate transcripts; and (f) Names and contact information of three additional references (other than those writing letters of recommendation). Three current letters of recommendation (dated within the last 12 months) should be mailed directly to:

Professor Kevin J. Ayotte, Search Committee Chair  
Department of Communication  
California State University, Fresno  
5201 N. Maple Avenue, M/S SA 46  
Fresno, CA 93740-8027

Phone: (559) 278-4086 Fax: 559-278-4113  
Email: [kjayette@csufresno.edu](mailto:kjayette@csufresno.edu)

To ensure the fullest consideration of their applications, applicants are encouraged to have all application materials on file by December 3, 2010. Salary depends upon academic preparation and professional experience; exceptional faculty at higher ranks may be considered.

California State University, Fresno is an affirmative action, equal opportunity institution.

## **Central College** *Assistant/Associate Professor of Communication Studies*

CENTRAL COLLEGE, PELLA, IOWA invites applications for an Assist/Assoc Professor of Communication Studies (Mass Communication).

Full time, tenure track appointment to begin August 2011. Ph.D. strongly preferred (ABD considered; doctorate required for tenure); strong commitment to teaching undergraduates in a liberal arts setting; demonstrated teaching excellence. Candidates for Associate Professor should also demonstrate an established professional career in Communication Studies/ Mass Communication. Please view the college website at <https://www.central.edu> to view the full position description, which includes the responsibilities of the successful candidate. View the college website at <https://www.central.edu/jobseekers> for a full position description and application procedures.

## **Colorado State University Dept of Communication Studies**

### *Assistant Professor*

Organizational Communication: Communication Studies, Colorado State University seeks entry-level Assistant Professor. Appointment date August 15, 2011. Applications considered until position filled. Submit complete application by November 15, 2010 for full consideration. Ph.D. preferred, ABD required. Qualifications: credentials and experience centered in communication studies with a specialty in organizational communication; preference given to candidates who use multiple methods and/or address issues of diversity; demonstrated potential for excellence in teaching and research and publication with preference given to candidates who demonstrate ability to conduct funded research; collegiality in a faculty committed to the rhetorical basis of the discipline; a commitment to the liberal arts. Submit letter, vita, statement of teaching philosophy and research program, three letters of recommendation, and official M.A. and Ph.D. transcripts to Search Committee Chair, Department of Communication Studies, 1783 Campus Delivery, Colorado State University, Fort Collins, CO 80523-1783; telephone 970-491-6140. Once the Search Committee has identified semi-finalists, Department faculty will have access to files, including letters of recommendation. Colorado State is an EO/AA employer. Colorado State University conducts background checks on all final candidates.

## **Southern Illinois University Edwardsville**

### *Assistant Professor - Public Relations*

The Department of Speech Communication at Southern Illinois University Edwardsville seeks a tenure track assistant professor in public relations for Fall 2011 appointment.

Candidate should have an interest in pursuing a scholarly research agenda in public relations, teaching a variety of undergraduate and graduate speech communication courses, and being actively involved in advisement/mentoring and service activities.

Candidates should have practical and teaching experience in public relations (with secondary interest in social media, social influence, persuasion, or communication campaigns). Undergraduate courses will include introduction to public relations, case studies, campaign strategy and implementation; and graduate courses include public relations theory and consulting. Applicants should have a Ph.D. in Communication or related discipline, but ABDs very near completion will be considered (if Ph.D. is not completed at the beginning of the contract period, a one year term appointment will be made at the rank of Instructor).

To find out more about our department, please visit our website at [www.siu.edu/artsandsciences/spc](http://www.siu.edu/artsandsciences/spc). Salary is commensurate with credentials, qualifications and experience. Application review begins November 15, 2010 (we hope to meet with some candidates at the NCA convention) and continues until filled.

Southern Illinois University Edwardsville has approximately 15,000 students and boasts 2,660 acres of rolling hills along bluffs flanking the Mississippi River. The community is located next to the metropolitan area of St. Louis, Missouri. An affirmative action employer, SIUE offers equal employment opportunity without regard to race, color, creed, age, sex, national origin, or disability. Women and minorities are especially encouraged to apply. SIUE is a state university and benefits under state sponsored plans may not be available to holders of F1 or J1 visas.

In your application packet, please submit a letter of application, curriculum vita, official transcripts, a scholarly writing sample, and three letters of recommendation to:

Dr. Sorin Nastasia, Search Committee Chair  
Department of Speech Communication  
Box 1772B  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026-1772

**Emporia State University**  
*Assistant Professor*

The Department of Communication and Theatre invites applications for a tenure-track nine month, Assistant Professor position to begin August, 2011. Ph.D. preferred; ABD considered. The department offers a generalist undergraduate major in communication and seeks applicants with an interest in teaching in one of the following three areas: Public Relations (i.e., Principles of Public Relations, Public Relations Writing, P.R. Cases and Campaigns, or P.R. Techniques), Computer Mediated Communication (i.e., Online Communication, Virtual Teamwork, or Principles of Broadcasting), Interpersonal/Group Communication (i.e., Small Group Communication, Group Leadership, Family Communication), or other related courses based on the applicant's specialization and the needs of the department. The successful applicant will also be expected to

teach the Public Speaking course. The normal teaching load for this position is twelve hours per semester, and other relevant duties include advising and maintaining appropriate levels of research and service activity. Excellent teaching skills are required. Screening of applications will begin December 6, 2010 and will continue until filled. Send a letter of application, vita, unofficial transcripts, and contact information for three professional references to Dr. Stephen E. Catt, Department of Communication and Theatre, Emporia State University, 1200 Commercial, Campus Box 4033, Emporia, KS 66801-5087; email: [scatt@emporia.edu](mailto:scatt@emporia.edu); telephone: 620-341-5256. An AA/EOE institution, Emporia State University encourages minorities and women to apply. Background check required. <http://www.emporia.edu/communication>.

**Georgia Southern University**  
*Lecturer, Non-tenure track*

The Department of Communication Arts at Georgia Southern University announces openings for three lecturer (NTT) positions in Communication Studies. The Lecturer in Communication Studies will focus on teaching Principles of Public Speaking with the possibility of other teaching assignments based on the needs of the department and the individual's expertise. The position is a 9-month, non-tenure track appointment, and the salary is competitive and commensurate with qualifications and experience. Non-tenure track lecturer positions are renewable on an annual basis.

A residential university serving more than 19,000 students in fall 2009, Georgia Southern is recognized for providing all of the benefits of a major university with the feeling of a much smaller college. The nearly 700-acre, park-like campus is located in Statesboro, a classic Main Street community near historic Savannah and Hilton Head Island. The Department of Communication Arts, with 750 majors, is a multi-disciplinary program offering degrees in Journalism, Multimedia Communication, Public Relations, Communication Studies and Theatre.

Complete position descriptions with requirements, preferences and application details, are available through <http://www.georgiasouthern.edu>, or <http://class.georgiasouthern.edu/commarts/>.

Screening of applications begins October 22, 2010, and will continue until positions are filled. Position start date is August 1, 2011. Applications should be sent to Dr. Beverly Graham, Communication Studies Search Chair, Communication Arts, Georgia Southern University, P.O. Box 8091, Statesboro GA 30460-8091.

**Keene State College**  
*Full-time Tenure-track Position in Communication*

Keene State College is seeking qualified applicants for a full-time tenure-track position in Communication to begin August 2011. Candidates must have a commitment to working in an

interdisciplinary, humanities-based department, which includes Communication, Journalism and Philosophy. Civic responsibility and the analysis of multicultural issues in Communication are central to our curriculum. Candidates must also possess excellent teaching skills, have an active scholarly agenda, and be willing to participate in student advising and campus service. The department supports service learning. As part of regular teaching responsibilities at this public liberal arts college, all faculty members are expected to teach both in the major and in the Integrative Studies Program.

The successful applicant will teach lower and upper-level courses and have a research focus in Intercultural Communication. Additional courses may include organizational communication, health communication, theory, interpersonal communication, and introductory communication courses based on the needs of the department. Faculty hired for this position will teach a senior themed seminar in rotation. We encourage candidates to identify ways their teaching and research interests correspond with our above listed needs and interests.

**Qualifications Required:** Earned doctorate in Communication by August 1, 2011. The successful candidate will have teaching experience as an instructor of record and a commitment to undergraduate instruction. Salary at the rank of Assistant Professor will be based on Collective Bargaining Unit Agreement and is \$57,600 minimum for fall 2010.

To apply, please submit letter of application, curriculum vitae, statement of teaching philosophy, and three current letters of reference addressing the areas of teaching effectiveness and scholarly agenda. Electronic application materials are preferable; please send via e-mail to [cgreene@keene.edu](mailto:cgreene@keene.edu). Documents that must be mailed should be sent to: Communication, FAC1 Search Committee, Office of Human Resource Management, Keene State College, 229 Main Street, Keene NH 03435-1604. Review of applications will begin immediately and will continue until position is filled or otherwise closed at the college's discretion. For full consideration, please submit application materials by November 12, 2010.

Keene State College is located in the scenic Monadnock region of Southwest New Hampshire, and is an affiliate of the University System of New Hampshire. To learn more about the Communication, Journalism, and Philosophy Department, visit: <http://www.keene.edu/catalog/programs/comm/>.

Keene State College is a member of the Council of Public Liberal Arts Colleges, a national alliance of leading liberal arts colleges in the public sector. The college is accredited by NEASC and its education programs are accredited by NCATE. As an Affirmative Action/Equal Opportunity Employer, Keene State College is engaged in an effort to build a community that reflects the diversity of society.

Qualifications Required: Earned doctorate in Communication by August 1, 2011. The successful candidate will have teaching experience as an instructor of record and a commitment to undergraduate instruction.

## **Kent State University** *Assistant Professor*

The School of Communication Studies at Kent State University invites applications for a tenure-track position in Organizational Communication at the rank of Assistant Professor.

The School offers undergraduate concentrations in organizational, mass, interpersonal, applied, and health communication. The new faculty member will have the opportunity to shape the direction and curriculum of the undergraduate concentration in organizational communication. He or she will be expected to teach in the undergraduate concentration in organizational communication, participate in our graduate programs, and conduct research in organizational communication. The School of Communication Studies is a part of the College of Communication and Information headed by Dean Stanley Wearden. The College encourages interdisciplinary work among the Schools of Communication Studies, Journalism and Mass Communication, Library and Information Science, and Visual Communication Design, as well as a program in Information Architecture and Knowledge Management. The School of Communication Studies places high value on collaborative work. Expertise in social science research methodology and statistics is highly desirable.

Ph.D. or equivalent is required by August 29, 2011. If degree is not complete (ABD) the individual would be hired as an Instructor on a term basis. Applicants should possess excellent publication and teaching credentials as commensurate with experience.

Kent State University, with about 24,000 students at the Kent campus, is located in the picturesque rolling hills of northeastern Ohio. Kent State is a major research university with a commitment to outstanding teaching and innovative learning. The city of Kent offers a wonderful combination of college-town environment; close proximity to the cultural, dining and professional sports activities of major cities; and the recreational opportunities of the Cuyahoga Valley National Park.

Review of applications will occur as materials are received and will continue until the position is filled. For a complete description of this position and to apply, visit our jobsite at: <https://jobs.kent.edu>. Applicants will upload the following items:

- Letter of application,
- Curriculum vita,
- Names of at least three references and their contact information, and
- Other information the candidate deems relevant.

For more information about the position, please contact Dr. Rebecca J. Cline, Search Committee Chair, [rcline14@kent.edu](mailto:rcline14@kent.edu)

Kent State University is an affirmative action, equal opportunity employer. Women and minorities are encouraged to apply. Hiring is contingent upon being able to work in the United States.

## **King's College**

### *Assistant Professor of Mass Comm - Journalism*

King's College is seeking an Assistant Professor of Mass Communications in Journalism. A Ph.D. is required for a tenure-track position or a technical specialist position is available if the successful candidate possesses a master's degree & substantial full-time journalism experience.

Courses to be taught may include Broadcast News Writing, Sports Journalism, Multi-Platform Storytelling, Electronic News Gathering & Field Reporting, Politics in the Media, Documentary Production & other courses in the candidate's area of specialization. Candidate should demonstrate a commitment to excellent teaching at the undergrad level and to maintaining a program of research. Other duties include advising students & participating in college, department, & community programs & events that advance the College's mission as well as helping maintain the departmental production technology & software inventory.

Candidate should send a letter of application, curriculum vitae, 3 current letters of recommendation, a list of references with contact info, & graduate transcripts to the VP for Academic Affairs, King's College, 133 N River St, Wilkes Barre, PA 18711. Materials must be received by Nov 15, 2010. Only complete applications will be considered.

King's College is a private, Catholic, teaching college of the liberal arts & sciences & pre-professional programs sponsored by the Congregation of Holy Cross. It serves over 1950 FT & 350 PT undergrads & 300 grad students. A rigorous core curriculum provides the foundation for all majors. The College is located near downtown Wilkes-Barre, on the edge of the Pocono Mtns. King's is committed to recruiting a diverse faculty & student body & welcomes applications from persons of traditionally under-represented groups. EOE See website: [www.kings.edu](http://www.kings.edu) for further info.

## **Metropolitan State University** *Asst/Assoc Professor*

Metropolitan State University invites applications for a full-time, tenure-track faculty member. Responsibilities will include teaching, advising students, conducting research/creative scholarship, and service on various committees.\*

This faculty member should bring expertise in social media and advocacy to assist an

interdisciplinary faculty in developing courses such as Social Media and Advocacy, Social Media: Theory and Practice, Social Movement and Social Media, Image as Argument and Social Media Campaigns.

Teaching assignments, both in class and on-line, may include (from the current curriculum): Connections: Introduction to Communication, Communication Ethics, Applied Communication Research, and courses in Information Studies and Media Studies, including Visual Communication. Faculty typically teaches five semester courses per academic year.

*\*Employment for this position is covered by the collective bargaining agreement for the Inter Faculty Organization.*

**The University:** Metropolitan State University, a member of the Minnesota State Colleges and Universities (MnSCU), serves over 9,000 students in the greater Twin Cities Metropolitan area. Visit the university web site at [www.metrostate.edu](http://www.metrostate.edu) for additional information.

**Application and Appointment:** To apply, go to <http://hr.powerobjects.com/hr/metrostate.htm> Applications must be received by November 19, 2010, for an August 2011 appointment. Salary is commensurate with education and experience. Qualified applicants are required to submit:

- A letter of interest outlining reasons of interest and qualifications for the position;
- A current vita or résumé;
- Names of three references with addresses, email addresses and telephone numbers.
- For additional information, contact Susan Johnson at 651.793.1283; TTY users call 651.772.7687.

### **Minimum Qualifications:**

- PhD in Communication or Rhetoric (preferred). PhD in Journalism and/or Mass Communication is acceptable; PhD in hand by date of appointment (January, 2011);
- Record of successful university teaching experience in a variety of courses;
- Demonstrated commitment to serving a cultural, ethnically, and linguistically diverse urban student body.

### **Preferred Qualifications:**

- Proven record of successful curriculum development and research in social media

## **North Central College**

### *Tenure-Track Assistant Professor of Speech Communication*

North Central College invites applications for a tenure-track position as assistant professor of speech communication beginning September 2011. Higher rank may be considered for suitably qualified applicants. A Ph.D. is required by September 1, 2011. Applicants should demonstrate potential for excellence in teaching and commitment to scholarly activities.



We seek a broadly trained teacher/scholar who specializes in public relations and has expertise in new media. The ideal candidate will be able to develop new public relations courses that will serve the broadcast and organizational communication tracks within the department as well as teach a variety of courses which may include, but are not limited to, introduction to new media, public speaking, business and professional communication, broadcast copywriting/news, and/or group process. Candidates with professional public relations and/or media experience are highly desired.

North Central College, founded in 1861, is a selective, comprehensive liberal arts college of 2900 students located 30 miles west of Chicago in Naperville in the heart of the Illinois Research and Development corridor. See <http://www.noctrl.edu> for more information about the college and the department.

Send letter of application, resume, transcripts, teaching philosophy, teaching evaluations and three letters of recommendation to Dr. Mara Berkland, c/o Cheryl Horton, Office of Academic Affairs, North Central College, 30 N. Brainard St., Naperville, IL 60540. Review of applications will begin November 1, 2010, and continue until the position is filled. Preliminary interviews will be held at NCA. Applicants who would enrich the diversity of the campus community are strongly encouraged to apply. EOE.

### **Northeastern Illinois University** *Assistant Professor*

The Department of Communication, Media and Theatre at Northeastern Illinois University invites applicants for an entry-level, tenure-track Assistant Professor position in Media, to begin fall 2011. M.F.A. or Ph.D. in Media Studies or related field required. Candidates whose interests and/or expertise are interdisciplinary are encouraged to apply.

We seek candidates with a background in new media studies and interest and/or expertise in interactive, digital, and/or global media (with a specific interest in new media technologies and delivery systems), to link new media studies to the Department's media literacy/history, media globalization, and screen studies curriculum at the introductory and advanced undergraduate level. Interest and ability to develop graduate-level media courses and to direct graduate research desirable.

Please submit letter of application, transcript, curriculum vitae (including technical experience,) with current e-mail address, statement of teaching philosophy, and three letters of reference (at least one addressing teaching effectiveness and one addressing technical experience, where applicable) to:

Dr. Katrina Bell-Jordan, Chair  
Department of Communication, Media and Theatre  
Northeastern Illinois University  
5500 N. St. Louis Ave.  
Chicago, IL 60625-4699

K-Bell1@neiu.edu

Review of applicants will begin October 31, 2010 and continue until position is filled.

### **Northern State University** *Assistant Professor of Communication Studies and Director of Speech & Debate Team*

Northern State University is accepting applications for a full-time, tenure-track Assistant Professor of Communication Studies and Director of the Speech and Debate Team.

**Responsibilities:** Teach undergraduate courses in communication studies, including Fundamentals of Speech and other courses as needed.

Applicants should have a strong commitment to undergraduate education. Research and scholarly activity, committee work, and service are required. The successful candidate will be expected to coach and manage the Speech and Debate Team and travel with team members to regional and national competitions. We plan to build on the successful history of the program to strengthen its rankings and reputation.

**Application:** Review of applications will begin as early as December 2010 and continue until the position is filled. August 2011 is the anticipated start date. For more information regarding this position and to apply, visit: <https://yourfuture.sdbor.edu>. Click on Northern State University in the Quick Search section. The system will guide you through the electronic application form. AA/EOE

**Qualifications:** A Ph.D. in Communication Studies from an accredited institution is required. ABD in Communication Studies with a definite completion date will be considered. Candidates with experience coaching forensics are strongly preferred. Expertise incorporating technology in their teaching highly desired. Candidates with expertise teaching undergraduate speech/communication studies courses preferred. Successful candidate must demonstrate exceptional teaching competence and have strong communication skills.

### **Penn State University** *Communications, Assistant Professor*

Penn State Greater Allegheny invites applications for an Assistant Professor of Communications (tenure-track, 36 weeks) position starting August 2011, or as negotiated. Teach communications courses in the baccalaureate degree program in Communications. Work collaboratively with colleagues to deliver program to students at multiple campuses. Publish in refereed journals. Advise students and provide career guidance. Participate in curriculum and program development, professional organizations, and varied service activities. Ph.D. in Communications with expertise in Public Relations/Advertising required. Additional expertise in video editing, graphic design, and/or journalism is desirable. To learn about the campus and Penn State, visit [\[www.ga.psu.edu/\]\(http://www.ga.psu.edu/\). To learn more about the position and how to apply, visit <http://www.psu.jobs/Search/Opportunities.html> and follow the "Faculty" link. AA/EOE.](http://</a></p>
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### **Pepperdine University** *Assistant Professor*

Communication - Assistant Professor The Communication Division is seeking an Assistant Professor to advise students and teach communication courses in any of the following sequence areas: interpersonal communication, organizational communication, intercultural communication, and two or more communication core courses (communication theory, communication research methods, message creation & effects, and/or communication ethics). The successful candidate will have a commitment to excellent teaching at the undergraduate level, a proven research track record, and will be actively involved in a Christian faith community.

Mediated/Mass Communication - Assistant Professor The Communication Division is seeking an Assistant Professor to teach courses in mass communication - specifically in one or more mediated communication areas including corporate communication (Advertising, Public Relations, and Integrated Marketing Communication), or media production (visual communication, website strategies), or media history, and one or more communication core courses (Communication Theory, Communication Research Methods, Message Creation and Effects, and/or Communication Ethics). The successful candidate will have a commitment to excellent teaching at the undergraduate level, a proven research track record, and will be actively involved in a Christian faith community.

**Contact:** Dr. Kenneth Waters ([ken.waters@pepperdine.edu](mailto:ken.waters@pepperdine.edu)) Chair, Communication Division  
Seaver College, Pepperdine University 24255 Pacific Coast Highway Malibu, CA 90263-4211

List of Required Application Materials: <http://seaver.pepperdine.edu/about/employment/faculty.htm>

### **Ripon College** *Two-Year Post-Doctoral Fellow in African-American Rhetorical Studies*

Ripon College invites applications for a Post-Doctoral Fellow in African-American Rhetorical Studies for a two-year appointment beginning August, 2011. As a member of the Communication department, the Fellow will teach three courses per year including one introductory course and one advanced level seminar in the history of African-American public address, or a course in social movements or media related to African-American studies. Opportunities to team-teach advanced service-learning courses with senior faculty may also be available. ABDs may apply with the understanding that the position requires completion of the PhD by Sept. 1, 2011. Please send a cover letter, c.v., statement of teaching

philosophy, overview of research interests, and three letters of recommendation to Professor Jody Roy, Department of Communication, Ripon College, P.O. Box 248, Ripon, Wisconsin 54971-0248. Review of files will begin November 15 and continue until the position is filled. For more information about the college, please visit [www.ripon.edu](http://www.ripon.edu). A full description can be found under Employment Opportunities. AA/EOE

**Saint Louis University**

*Chair, Advanced Associate or Full Professor*

Saint Louis University, a Catholic, Jesuit institution dedicated to student learning, research, health care, and service invites applications for chair of its Department of Communication to begin July 1, 2011. The position requires an earned Ph.D. in communication, media studies, or a related area and scholarly credentials that support

appointment as a tenured advanced associate or full professor. At the minimum we require significant experience as an academic leader with previous chair experience preferred.

Among the desired qualities we seek is a commitment to maintaining a strong department that integrates speech communication and media studies while balancing theory, criticism, ethics, and research with professional applications. Our ideal candidate possesses an active and ongoing research program that has earned national recognition in the discipline. He/she also demonstrates: excellence in and passion for teaching at the undergraduate and graduate levels; a willingness to support colleagues' intellectual and professional development; steadfastness for maintaining a culturally diverse and encouraging environment for students, staff, and faculty; a commitment to representing the department

within the university; and strong competence in managing an office that employs 35 full- and part-time faculty, graduate assistants, and staff. Experience with fundraising and grant-writing would be an asset as would an ability to explore and create collaboration opportunities with programs across our campus. This person also should be prepared to establish and maintain strong connections with local profit and not-for-profit organizations, and increase connections with our alumni.

In addition to the above qualities and requirements, the candidate should be enthusiastic about helping the department develop a 'technology across the curriculum' endeavor that coincides with the addition of our new multimillion-dollar digital media facility. We encourage qualified applicants from all of our discipline's areas and sub-areas to apply. Given our new initiative, however, we have a decided preference for a senior scholar whose research and teaching focus broadly on the cultural and social implications of new media and/or developing communication technologies. Possible research areas include, but are not limited to, new media theory, the impact of emerging media forms, new technologies and social justice, policy and regulatory issues associated with communication technologies, technology and social networking, organizational technologies, and mediated interpersonal relationships. Finally, the candidate should be dedicated to leading faculty as we teach students to apply new technologies while thinking critically about their implications as well.

Communication is a thriving department in the College of Arts and Sciences, with about 350 undergraduate majors, 35 M.A. students, and 19 full-time faculty members. The department recently opened an 8,500-square-foot media facility and initiated a new undergraduate curriculum with five areas of concentration (advertising and public relations; journalism and media studies; leadership, organizing, and relating; communication and culture; and communication studies) that stress both the theoretical understanding and professional applications of communication. The master's program emphasizes three areas of shared interest: culture and public dialogue, media studies, and organizational communication.

Saint Louis University serves approximately 13,000 students. The main campus is in an ethnically diverse city neighborhood that features a major performing-arts district and a wide array of urban-focused institutions. SLU also has a campus in Madrid with a Communication department that emphasizes International Communication and that faculty members, including the Chair, from the main campus in Saint Louis have the potential to visit. All applications must be made online at <http://jobs.slu.edu>. Applicants should include the following materials: 1) a cover letter that among other things summarizes one's qualifications for a chair position, 2) a curriculum vitae, 3) a teaching



**COMMUNICATION**

**Instructional Faculty / Assistant or Associate**

The Department of Communication, Rochester Institute of Technology, invites applications for a tenure-track assistant or associate professor position in Communication to begin September, 2011. The successful candidate will teach undergraduate courses from among the following (an illustrative list, not a requirement): digital design, copywriting and visualization, communication theory, visual communication. Additional assignments for courses in another area of specialty are possible. We are seeking individuals who are committed to contributing to RIT's core values, honor code, and statement of diversity.

**QUALIFICATIONS:**

REQUIRED: A Ph.D. in communication, successful teaching, a record or promise of published scholarly research, and an active research agenda. PREFERRED: Ability to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences.

**APPLICATION INSTRUCTIONS FOR IRC40234:**

For a more detailed listing of job requirements and to apply for this position, please complete an online application at: <http://apptrkr.com/156745>. To ensure full consideration, applicants are encouraged to apply by December 6, 2010.

The Rochester Institute of Technology is an equal opportunity/affirmative action employer. All individuals with the ability to contribute in meaningful ways to the university's continuing commitment to cultural diversity, pluralism, and individual differences are encouraged to make application.

statement and a research statement, 4) a 1- to 2-page vision statement that includes a description of one's approach to leadership and interpersonal relations, 5) two articles or book chapters representing one's best scholarship, and 6) a list with names, phone numbers, and e-mail addresses of at least three professional references.

Review of applications will begin October 15, 2010, and will continue until the position is filled. We will be conducting preliminary interviews at the NCA annual conference, November 2010. For additional information, contact Dr. Bob Krizek, Interim Chair Department of Communication, krizekrl@slu.edu, phone: 314-977-3179, fax: 314-977-3195.

Saint Louis University is an Affirmative Action/Equal Opportunity Employer (AA/EOE) and encourages nominations of and applications from women and minorities.

### **Saint Louis University** *Race, Ethnicity and Communication - Advanced Assistant / Associate Professor*

Saint Louis University, a Catholic, Jesuit institution dedicated to student learning, research, health care, and service, is seeking candidates for a tenure track position in Race, Ethnicity and Communication at the associate professor or advanced assistant professor level, in the Department of Communication to begin in Fall 2011. We invite applications from teacher-scholars with a critical/cultural perspective who study how race and ethnicity shape the negotiation of power relations in interpersonal, organizational and/or public settings.

Duties include teaching existing and newly developed courses on race, ethnicity and communication, communication & culture, and courses in the department's core undergraduate and graduate curricula.

**Requirements:** Ph.D. in Communication, documented teaching experience and excellence, and established record of publishing scholarly research.

Communication is a thriving department in the College of Arts & Sciences, with about 350 undergraduate majors, 35 M.A. students, and 16 full-time faculty members. The department has just implemented a major technology initiative that includes an 8,500-square-foot media facility, a new undergraduate curriculum a new undergraduate curriculum with five areas of concentration (advertising and public relations; journalism and media studies; leadership, organizing, and relating; communication and culture; and communication studies) that stress both the theoretical understanding and professional applications of communication. The master's program emphasizes three areas of shared interest: culture and public dialogue, media studies, and organizational communication.

Saint Louis University serves approximately 13,000 students. The main campus is in an ethnically

diverse city neighborhood that features a major performing-arts district and a wide array of urban-focused institutions. SLU also has a campus in Madrid with a Communication department that emphasizes International Communication and that faculty members from the main campus in Saint Louis have the potential to visit. All applications should be made online at <http://jobs.slu.edu>. Applicants should include the following materials: 1) a cover letter, 2) a curriculum vita, 3) a teaching statement and research statement, and 4) a list of names, phone numbers, and e-mail addresses of at least three professional references.

Review of applications will begin November 1, 2010, and will continue until the position is filled. For additional information, contact the search chair Dr. Karla Scott, Associate Professor Department of Communication and Director of African American Studies, scottkd@slu.edu, phone: 314-977-2343, fax:314-977-3195.

Saint Louis University is an Affirmative Action/Equal Opportunity Employer (AA/EOE) and encourages nominations of and applications from women and minorities.

### **SUNY Fredonia** *ASSISTANT PROFESSOR Communication Studies*

State University of New York at Fredonia. Tenure-track Assistant Professor, beginning Fall 2011. Primary teaching responsibility is Fundamentals of Communication, a core course for all department students. Secondary teaching/research interests may include business communication, group communication, research methods, health communication, communication ethics, and applicant's areas of specialty. Ph.D. by 9/1/11, record of teaching excellence, and active research agenda. Review of applications will begin November 1, and will continue until the position is filled.

To view the complete vacancy announcement and/or to apply, visit <https://careers.fredonia.edu/applicants/Central?quickFind=50693>.

SUNY Fredonia prides itself on an outstanding workforce. To continually support organizational excellence, the university conducts background screens on applicants. An affirmative action/equal opportunity employer, SUNY Fredonia encourages and actively seeks applications from minorities, women, and people with disabilities.

### **The University of North Carolina at Chapel Hill** *Assistant Professor in Interpersonal and/or Organizational Communication*

#### **POSITION**

Assistant Professor in Interpersonal and/or Organizational Communication, beginning July 1, 2011. Responsibilities will include teaching undergraduate and graduate courses in gender and communication studies, conducting research, supervising theses and dissertations, and

performing departmental, university, and public service. Salary is competitive.

#### **QUALIFICATIONS**

Ph.D. (or conferral during the 2010-11 academic year) in Communication Studies or related discipline, with a specialization in gender and communication. We are particularly interested in a scholar who focuses on gender issues and/or relations from a transnational perspective.

Candidates should have a record of, or potential for, outstanding teaching, research, and service.

#### **GENERAL INFORMATION**

The Department of Communication Studies has 26 full-time faculty with areas of emphasis in Interpersonal and Organizational Communication, Rhetorical Studies, Performance Studies, Media Studies, and Communication and Cultural Studies. Approximately 850 undergraduate and 50 M.A. and Ph.D. students major in the department. The department is committed to critical studies and engaged scholarship, broadly conceived. Additional information can be found at <http://comm.unc.edu>.

The University of North Carolina at Chapel Hill is located in one corner of the Research Triangle and has an enrollment of approximately 28,000 undergraduate, graduate, and professional students. The university enjoys a reputation as one of the nation's leading universities (ranked 5th among public universities). The Triangle area, including Raleigh, Durham, and Chapel Hill, has a population of over one million and is ranked as one of the best places to live in the United States.

#### **APPLICATION PROCEDURES**

Qualified applicants should submit a letter of application, curriculum vitae, research statement and teaching statement online at <http://jobs.unc.edu/2500416>. You may also submit online other materials in pdf format such as reprints of articles and/or other evidence of scholarly activity, evidence of teaching effectiveness, or course syllabi. Four letters of recommendation should be sent directly to Search Committee Chair, Department of Communication Studies, University of North Carolina at Chapel Hill, 115 Bingham Hall, Campus Box 3285, Chapel Hill, NC 27599-3285.

#### **Contact:**

If you experience any problems accessing the online application system or have any questions about the application process, please contact the University's Equal Employment Opportunity office at (919) 966-3576 or send an email to [equalopportunity@unc.edu](mailto:equalopportunity@unc.edu)

Applications will be reviewed beginning November 1, 2010. The University of North Carolina is an Equal Opportunity Employer.

### **University of Kentucky** *Associate Professor*

The Department of Communication at the University of Kentucky invites applications for a full-time tenure track position at the rank of

associate professor beginning August 15, 2011, pending final budgetary approval. Expertise in health communication, Ph.D. in communication, evidence of excellence in teaching, and research and publication credentials commensurate with departments in Research I universities required; research emphasis on issues of death/dying, cancer communication, and palliative care preferred. Responsibilities include teaching two courses per semester, actively engaging in research, and participating on program and student committees. The position will be a joint appointment with the University of Kentucky's Markey Cancer Center.

The Department is a part of a College of Communications and Information Studies with master's and doctoral programs. The Department has an active research faculty with a consistent record of extramural funding and has been recognized for teaching excellence by the University. Faculty specialties include interpersonal, mass, instructional, organizational, risk/crisis, and health communication. For information about the College, Department, and the beautiful bluegrass Lexington area, visit [www.uky.edu/CommInfoStudies](http://www.uky.edu/CommInfoStudies); for information on the Markey Cancer Center, visit [www.ukhealthcare.uky.edu/Markey](http://www.ukhealthcare.uky.edu/Markey).

The University is an equal opportunity employer and the Department especially encourages applications from women, minorities, and individuals who have experience working in communities of color. Salary for the position will be competitive and commensurate with experience. To apply, please send a letter of application, vitae, evidence of teaching and research excellence, and three current letters of recommendation to Nancy Grant Harrington, Chair, Department of Communication, 227 Grehan Building, University of Kentucky, Lexington, KY, 40506-0042. Review of applications begins immediately and continues until the position is filled, pending final budgetary approval. Upon offer of employment, successful applicants for all positions must undergo a national background check as required by University of Kentucky Human Resources.

### **University of Massachusetts Amherst** *Assistant Professor*

We seek a scholar, teacher and colleague with expertise in social interaction and culture. This position is a tenure track, Assistant Professor position. Candidates must demonstrate excellence in empirical research, with attention to linguistic diversity a strength. The person appointed will join a faculty and graduate program with distinction in ethnographic approaches to communication and comparative analysis; will add to the department's profile in international and global communication and in qualitative and interpretive methods; and will supervise and teach at all academic levels, including large undergraduate introductory courses, graduate survey and methods courses, and graduate and undergraduate seminars in the candidate's specialty. Ph.D. in hand by September 2011 is required.

Send letter of application; vitae; sample of research,

evaluations or other evidence of teaching effectiveness; and three letters of reference. Electronic submissions are preferred and can be submitted to: <https://academicjobsonline.org>, paper submissions should be mailed to: Debra Madigan, Department of Communication, 403 Machmer Hall, University of Massachusetts, Amherst, MA 01003. Review of applications will begin on November 15th, 2010 and will continue until the position is filled.

The Department of Communication and the College of Social and Behavioral Sciences are committed to fostering a diverse faculty, student body, and curriculum. Please go to <http://www.umass.edu> for information on UMass Amherst, the flagship campus of the University of Massachusetts system, or to <http://www.umass.edu/communication> for more information on the Department of Communication. UMass Amherst is an Affirmative Action/Equal Opportunity Employer; applications from women and members of minority communities are strongly encouraged.

### **University of Minnesota** *PostDoc/Assistant Professor*

Assistant Professor in the Department of Communication Studies, University of Minnesota, Twin Cities campus. Full-time, tenure-track appointment beginning Fall 2012, preceded by a one-year appointment as a Pre- or Post-doctoral Fellow to begin fall 2011. Under the aegis of the Faculty of Color Bridge Program in the Office of the Vice President & Vice Provost for Equity & Diversity, the Postdoctoral Fellowship for Increasing Faculty Diversity aims to attract highly qualified, emerging scholars to the University of Minnesota by providing one-year appointments as a pre- or post-doctoral fellow, prior to transitioning into faculty positions in the host department.

The College of Liberal Arts encourages candidates of color from groups in the United States underrepresented on the faculty of the University of Minnesota to apply for this position, including African American, Asian, Pacific Islander, American Indian, Alaskan Native, and Chicana(o)/Latina(o).

Ph.D. in communication or related discipline completed by date of appointment as Postdoctoral Fellow preferred. Ph.D. in hand at the time of appointment as assistant professor is required. Significant progress toward completion of Ph.D. required for pre-doctoral appointment. Excellent academic preparation, qualifying candidate for undergraduate and graduate teaching in critical approaches to communication studies. We seek a candidate who enhances the department's commitment to diversity and is capable of supporting offerings in critical communication studies. We are especially interested in candidates who specialize in rhetorical studies, particularly the history of race and civil rights in U.S. public discourse. Candidates whose research focuses on critical media studies or other areas of rhetorical studies are also welcome.

Candidates will be evaluated according to the overall quality of their academic preparation, the relevance of their research to the department's academic priorities and the field of inquiry, evidence of commitment to teaching and skills as a teacher, and strength of recommendations.

As a Fellow, the appointee will be expected to establish an independent research program, teach one course during the fall semester of the 2011-2012 academic year, and provide a public research presentation in the spring semester. Faculty mentors will assist the fellow to establish an independent research agenda, and fellows will participate in a professional development program. As a tenure-track assistant professor, beginning fall 2012, the appointee will teach undergraduate and graduate courses in Communication Studies and carry out high quality research in area of specialization, advise students, and provide service to department, college, and university.

Consideration begins November 1, 2010. Most application materials must be submitted online. Please go to [www.comm.umn.edu](http://www.comm.umn.edu) for details for submitting a letter of application, curriculum vitae, samples of research, syllabi of courses taught, course proposals, and summaries of teaching evaluations. Three letters of recommendation must be sent by mail or emailed as PDF attachments to [dehle001@umn.edu](mailto:dehle001@umn.edu). Letters should be addressed to Search Committee, Communication Studies Department, Ford Hall 225, U. of Minnesota, 224 Church Street S.E., Minneapolis, MN 55455.

### **University of North Carolina at Charlotte** *Assistant Professor*

Assistant Professor, Organizational Communication and Organizational Science, University of North Carolina, Charlotte

The Department of Communication Studies at the University of North Carolina, Charlotte invites applications for a tenure-track position in Organizational Communication at the rank of Assistant Professor beginning August 15, 2011. Required qualifications include a Ph.D. or appropriate terminal degree; a strong research agenda; potential for high quality teaching; potential for securing external funding; and evidence of a commitment to promote diversity as a value in the department and college. Applicants with any specialization(s) in the domain of organizational communication are welcome to apply.

Candidates will conduct research and teach B.A. and M.A. students in the Department of Communication Studies. Additionally, candidates will teach and advise doctoral students in the university's interdisciplinary Ph.D. program in Organizational Science, which includes faculty from industrial-organizational psychology, management, organizational communication, and organizational sociology. The selected applicant will be expected to maintain a strong record of

research and professional activity consistent with doctoral-level academic programs. The position carries a 2/2 teaching load.

Review of applications will begin November 1, 2010 and continue until filled.

The Department of Communication Studies ([www.communications.uncc.edu](http://www.communications.uncc.edu)) has 23 full-time faculty with areas of emphasis in Health Communication, Mass Media, Organizational Communication, Rhetoric and Public Relations. Approximately 700 majors, 30 M.A. and 20 Organizational Science Doctoral students in the department.

UNC Charlotte is North Carolina's urban research university and has an enrollment of approximately 25,000 undergraduate and graduate students. Located in the state's largest metropolitan area, UNC Charlotte is among the fastest growing universities in the UNC system. We are looking for faculty with diverse backgrounds who can support the university's strong commitment to developing a deep understanding of and respect for diversity among students and colleagues.

Ranked by numerous publications as one the best places to live in the U.S., over 700,000 people reside within Charlotte's borders, approximately 1.8 million within the metro area and 7 million within a 100-mile radius. Charlotte is home to 292 of the top Fortune 500 companies and more than 340 foreign firms. Financial experts know Charlotte as the nation's second largest banking center. Applications are taken on-line at <http://jobs.uncc.edu>, position #5217. Forward a cover letter, responding to the qualifications listed above, a current CV, and official or unofficial graduate transcripts. Three original letters of recommendations should be sent to Dr. Shawn D. Long, Chair, Department of Communication Studies, The University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte, NC 28223-0001.

The University of North Carolina at Charlotte is an EOE/AA employer and an ADVANCE Institution that strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. Applicants are subject to criminal background check.

### University of Oklahoma Assistant Professor of Communication

The Department of Communication at the University of Oklahoma invites applications from teachers/scholars with interests that complement the areas of emphasis in our undergraduate and graduate programs. These include organizational/professional communication, social influence/interpersonal communication, political/mass communication, intercultural/international communication, language and social interaction, and health communication. We particularly encourage individuals who focus on issues in organizational contexts to apply.

Appointment begins in August 2011 and will be at the Assistant Professor rank (tenure-track).

Applicants must have an earned doctorate at the time of appointment, have established a record of scholarly research, show evidence of effective teaching, and demonstrate the ability and willingness to teach at the undergraduate and graduate levels, serve on advisory committees, and to actively pursue external funding.

The Department of Communication is strongly committed to providing quality instruction and research in communication theory and research. The Department is a member of the Division of Social Sciences within the College of Arts and Sciences. The department currently includes 17 FTE faculty and 30-plus graduate teaching and research assistants. We offer B.A., M.A., and Ph.D. degrees to over 50 graduate students and about 300 undergraduate majors.

Norman, OK, a community of over 110,000, has been rated as one of top 100 communities to live in by various magazines. It offers a wide variety of cultural, educational, leisure, and recreational opportunities. In addition, it is conveniently located near a major airport and all of the opportunities of a major metropolitan area, Oklahoma City (over 1.2 million).

The University of Oklahoma is an equal opportunity and affirmative action employer. Women and minorities are encouraged to apply.

Salary for the position will be competitive and commensurate with experience. Start-up funds and relocation expenses may be available. Initial screening will begin no later than December 15, 2010 and will continue until the position is filled. Applicants should send a letter of application, curriculum vitae, and at least three letters of recommendation to: Dr. Michael W. Kramer, Chair, Department of Communication, University of Oklahoma, 610 Elm Avenue, Room 101, Norman, OK 73019-2081; Department phone: (405) 325-9503; FAX: (405) 325-7625; E-mail [mkramer@ou.edu](mailto:mkramer@ou.edu). Informal inquiries are invited and welcome.

### University of Texas-Pan American Tenure-track Assistant Professor

The Department of Communication at The University of Texas-Pan American (UTPA) seeks a dynamic scholar to fill this tenure-track assistant professor position (F10/11-09) beginning Fall 2011. The successful candidate must be able to conduct research and teach conceptual and skills-based graduate and undergraduate courses in advertising and public relations such as (but not limited to): advertising, copy writing, PR writing, media planning, ad/pr management, public relations, campaigns, advertising design, research, creative strategies and communication theory.

#### Position Requirements:

- Terminal degree in related field by start date of assignment

- University-level teaching experience in the above referenced content areas preferred
- Evidence of effective teaching as demonstrated by course syllabi and teaching evaluations
- Professional experience a plus
  - \* *Knowledge of InDesign, Photoshop and other software*
- Evidence of research record

The UTPA Department of Communication has three areas - mass communication, communication studies and theatre/tv/film. The faculty is a group of scholars with diverse interests and backgrounds. The mass communication area has tracks in print and electronic journalism, and advertising/public relations. Mass communication also has national and international award-winning student publications, actively participates in student competitions, and is annually recognized as a leader in educating Hispanic communication professionals. The department's graduate program is experiencing significant growth. The person who fills this position will play an integral part in our burgeoning graduate program. We welcome innovative researchers who have experience in more than one method for data collection. For more information, visit the department's website at [www.utpa.edu/communication](http://www.utpa.edu/communication).

Forbes magazine ranked The University of Texas-Pan American 5th in its list of "America's Best Colleges" in Texas in 2010. We are a dynamic, medium-sized university with a primarily Hispanic student population of 18,337 in the lower Rio Grande Valley of Texas, a sub-tropical area that has year-round seasonal temperatures and is one of the fastest growing areas in the United States. The Brookings Institute named the region one of the top metro areas in the United States in 2010. Edinburg, Texas is 20 miles north of the Mexican border and 70 miles east of the Gulf of Mexico. Nationally, the university ranks 2nd in the number of bachelor's degrees, 5th in the number of master's degrees and 75th in the number of doctoral degrees awarded to Hispanics.

To apply, interested candidates should email documents to [coah@utpa.edu](mailto:coah@utpa.edu), letter of interest, faculty application (see [http://portal.utpa.edu/utpa\\_main/dba\\_home/hr\\_home/hr\\_empopp](http://portal.utpa.edu/utpa_main/dba_home/hr_home/hr_empopp)), vita, copies of all official transcripts, and three letters of recommendation, on the email subject heading indicate: Attn: Advertising/Public Relations Communication Search. The committee's review of applications will begin immediately and continue until the position is filled. Interested candidates will also be screened at the National Communication Association convention in San Francisco. To learn more about the university and college, please visit [www.utpa.edu](http://www.utpa.edu) and [www.coah.edu](http://www.coah.edu)

Note: UTPA is an Affirmative Action/Equal Opportunity employer. Women, minorities, and qualified individuals with disabilities are encouraged to apply. This position is security-sensitive as defined by the Texas Education Code 51.215(c) and Texas Government Code §411.094(a)

(2). Texas law requires faculty members whose primary language is not English to demonstrate proficiency in English as determined by a satisfactory grade of 500 or greater on the International Test of English as a Foreign Language (TOEFL).

**West Chester University**  
*Tenure Track Assistant Professor in New Media/  
 Social Media*

Department of Communication Studies New Position Announcement – New MediaWest Chester University – Assistant Professor, New MediaJoin a vibrant campus community whose excellence is reflected in its diversity and student success. The Department of Communication Studies at West Chester University invites applicants for the following Assistant Professor position:New Media – The successful candidate will: (1) demonstrate the ability to teach and develop courses in new media, social media and marketing communication at the undergraduate and graduate level; (2) exhibit the ability to teach Public Speaking or Business and Professional Speaking; (3) be expected to develop and teach upper level undergraduate and graduate courses in the candidate's area of expertise; (4) articulate a scholarly agenda that complements department needs; (5) have the potential to meet Department, College and University requirements for tenure and promotion; and (6) possess a Ph.D. in communication or communication-related discipline by August, 2011 (ABD will be considered). The Department of Communication Studies values faculty who combine excellent teaching with active scholarship and a commitment to service. We seek individuals who like to teach, who are comfortable with communication technology and who desire a collegial atmosphere. Finalists must successfully complete a teaching/research demonstration and an on-campus interview. Members of the search committee will be available to meet with qualified candidates at the National Communication Association annual conference in November 2010. Formal review of applications will begin on September 15, 2010 and will continue until the position is filled.Candidates should send a letter of application indicating availability to meet with the search committee at the NCA convention, along with a vita, three current letters of reference, a list of references with contact information, graduate transcripts and sample teaching evaluations to: Dr. Edward J. Lordan, Search Committee Coordinator, Department of Communication Studies, West Chester University, West Chester, PA 19383. No application materials will be accepted electronically.West Chester University of Pennsylvania offers highly competitive salaries and excellent benefits. The university is part of the State System of Higher Education and is a public, regional, comprehensive institution of 14,000 students. The university is located in the town of West Chester, Pennsylvania, 25 miles west of Philadelphia. Libraries, museums and hospitals are nearby as are New York City, Washington

D.C and the Atlantic Ocean.Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic Plan for Excellence.West Chester University is an Affirmative Action/Equal Opportunity Employer and encourages applications from a broad spectrum of candidates, including women, minorities and individuals with disabilities.

**WESTERN KENTUCKY UNIVERSITY**  
*Head, Department of Communication*

Potter College of Arts & Letters

**Appointment:** 12-month position, beginning July 1, 2011. Rank and tenure negotiable.

Qualifications/Responsibilities: earned Ph.D. in Communication; distinguished record in teaching and scholarship to warrant appointment as associate/full professor; evidence of effective leadership, personnel evaluation and successful budgetary experience; evidence of ability to promote the diverse talents of faculty to build on department's strengths; evidence of ability to provide vision to advance the department's and university's educational and research mission and enhance collaboration with other campus constituencies; three hours teaching load per semester is typical.

The Department of Communication is composed of 16 full-time faculty members and offers undergraduate degree programs in Communication Studies and Corporate and Organizational Communication and a graduate degree in Communication. The university's General Education program requires all undergraduate students to take a 100-level course in the department. The Department uses Communicoach in its General Education classes and is a technology leader in Kentucky.

Western Kentucky University is the fastest growing university in the Commonwealth, drawing 21,000 students at the undergraduate, master and doctoral levels. It is located in Bowling Green, a

livable small city with a very diverse population that serves as a retail and health care center for the region. Located approximately 110 miles south of Louisville and 65 miles north of Nashville, it has a population of 50,000. For more information, visit [www.wku.edu/communication](http://www.wku.edu/communication)

Western Kentucky University is committed to the promotion of stewardship and student engagement. Review of applications will begin on November 1, 2010, and continue until the position is filled. Send letter of application addressing the listed qualifications and responsibilities, vita, three current letters of recommendation and three additional reference names/contact information.

Submit application materials to [robert.dietle@wku.edu](mailto:robert.dietle@wku.edu) or Robert Dietle, Search Chair, Department of History, Western Kentucky University, 1906 College Heights Blvd., #21086, Bowling Green, KY 42101-1086.

Western Kentucky University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion, or marital status in admission to career and technical education programs and/or activities, or employment practices in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990.

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**Spectra Job Advertising Guidelines**

**Deadline for March Issue: January 31**  
**Deadline for May Issue: March 31**

Advertisers are asked to submit their text-only ads online at <http://careers.natcom.org>. Payment information must be submitted along with the text.

NCA accepts Visa, Mastercard, Discover, and purchase orders. To submit a graphic ad, visit [www.natcom.org](http://www.natcom.org). Questions? Contact [spectra@natcom.org](mailto:spectra@natcom.org).

**Equal Opportunity Employment/Affirmative Action**

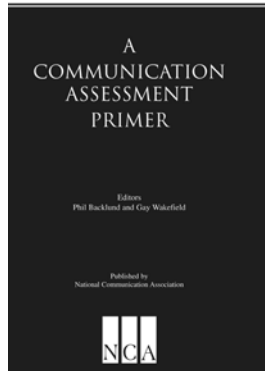
All ads must conform to Equal Opportunity Employment/Affirmative Action regulations. NCA supports continued efforts to eliminate discriminatory hiring practices. All employers are asked to identify the inclusion of sexual orientation in their affirmative action statements and whether they offer domestic partner benefits. NCA is not responsible for verifying the accuracy of advertisements. NCA reserves the right to refuse any ad that violates its policies or procedures.

## NCA's Latest Publications

### **A Communication Assessment Primer**

Phil Backlund and Gay Wakefield, Editors

*A Communication Assessment Primer* is an excellent resource for any department that wants to improve student learning by developing effective assessment programs. This primer is designed to help communication departments create the right assessment program and ensure that their students are learning everything they need to know. Each chapter is written by professors who have extensive interest in, and experience with, successful assessment programs.



various communication contexts and featuring a comprehensive index, this collection brings together available mental measures published in peer-reviewed academic journals in a singular volume.

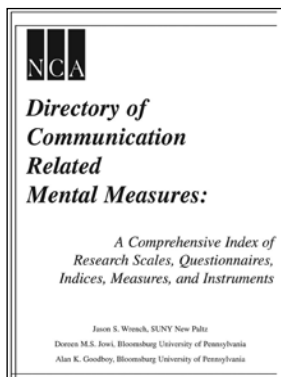
### **Free Speech Yearbook, Vol 44, 2010**

Juliet Dee, Editor

*NCA's Free Speech Yearbook* publishes the most recent and relevant research pertaining to the U.S. First Amendment and free speech. Edited by Juliet Dee, Ph.D, University of Delaware, Volume 44 includes articles and essays on a variety of topics including student speech, communicative cities, and the U.S. Environmental Protection Agency.



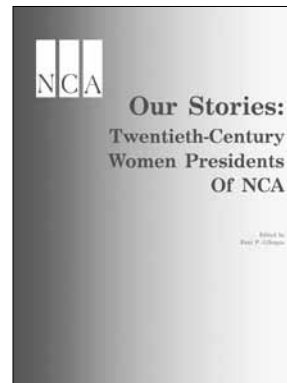
### **Directory of Communication Related Mental Measures: A Comprehensive Index of Research Scales, Questionnaires, Indices, Measures, and Instruments**



Jason S. Wrench, Doreen M.S. Jowi, and Alan K. Goodboy

*The Directory of Communication Related Mental Measures* features over 500 mental measures that have been published in communication journals, this volume

is an important resource for communication scholars including graduate students, applied researchers, communication instructors, and seasoned investigators. Divided into 27 chapters that cover a wide range of mental measures in



### **Our Stories: Twentieth-century Women Presidents of NCA**

Patti Gillespie, Editor

*Our Stories: Twentieth-century Women Presidents of NCA* is a collection of stories of some extraordinary women

in the communication discipline. These stories are relevant and important for anyone interested in communication ranging from students and newcomers to experienced teachers and seasoned researchers.

To order these or any NCA publication, please visit [www.ncastore.com](http://www.ncastore.com)

## Wondering where to find some of the content that used to be in Spectra...and more?



National Communication Association  
1765 N Street, NW  
Washington, DC 20036

Non-Profit  
Organization  
US Postage  
**PAID**  
Permit No. 6925  
Baltimore MD

NCA now sends e-newsletters to all NCA members periodically throughout the year that feature much of the content previously found in Spectra and much more. We hope these more timely outlets allow members to easily find the information that is most interesting and relevant to them as each is designed with a clear substantive focus.

*Please read these e-newsletters when you see them in your inbox. They are the primary source of information from the association to its members and the best way for you to learn about the many resources available to you through your membership.* Messages will be “from” NCA with titles reflecting the e-newsletter names. We restrict dissemination to a schedule that will not overload your inbox.

Each of the e-newsletters is described briefly below.

### **NCA Convention Newsletter**

This e-newsletter features business items related to the convention, such as deadlines and travel information, as well as substantive content related to programming. The frequency of distribution of the NCA Convention Newsletter varies depending upon the time of year.

### **NCA Insider**

Members receive the NCA Insider quarterly. It provides information about academic and professional resources that are available to NCA members through the association. For example:



[CARD Calls \(Communicating about Research and Professional Development\)](#)  
Monthly teleconference series

See the 2010–11 schedule and register for calls:  
[www.natcom.org/cardcalls](http://www.natcom.org/cardcalls)

[Master Teacher Interview Series](#)  
Monthly interviews with outstanding teachers that are written and recorded for MP3 download

Learn more about the Virtual Faculty Lounge:  
[www.natcom.org/VFL](http://www.natcom.org/VFL)



[Guidelines for Program Review and Assessment](#)  
A package of resources to help communication departments with their reviews

Learn more about the Chairs' Corner:  
[www.natcom.org/chairscorner](http://www.natcom.org/chairscorner)

[RFP Tracker](#)  
A comprehensive list of the latest funding opportunities for communication scholars

Learn more about NCA's Funding 101 initiative:  
[www.natcom.org/funding101](http://www.natcom.org/funding101)

### **NCA News and Member Notes**

This is similar to the News and Notes section that formerly was in Spectra. It focuses on Member Notes, including awards, quotes or appearances in the news media, memorials, transitions (e.g., promotions and appointments), new books and miscellaneous items of interest. In addition, these messages include news about the association's governance, such as calls for leadership nominations. You will receive these messages every one to two months.

### **NCA Special Announcements**

While we hope that most of the information we want to share fits well in the context of the outlets described above, we recognize that sometimes there is information that requires rapid dissemination. We aim to use this outlet as infrequently as possible, but if time sensitivity dictates that we not wait for the next scheduled e-newsletter, we will send an NCA Special Announcement.

All NCA members are automatically subscribed to the e-newsletters. You can unsubscribe by following the directions in the messages. All current and past issues are available on the NCA website at [www.natcom.org](http://www.natcom.org). If you are not receiving these e-newsletters, please let us know at [inbox@natcom.org](mailto:inbox@natcom.org).