

November 2011 | Volume 47, Number 4

spectra

A Publication of the National Communication Association

**Turning Earth Scientists
into Sparkling Conversationalists**
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ABOUT

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About Spectra

Spectra (ISSN 2157-3751), a publication of the National Communication Association (NCA), features articles on topics that are relevant to communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

The NCA serves its members by enabling and supporting their professional interests. 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.

Spectra is published four times a year (September, November, March, and May), and all NCA members receive a subscription. *Spectra* is also available via individual subscription for non-members.

In addition to feature stories about career development, external representation of the discipline, funding, higher education and disciplinary trends, pedagogy, public policy, and publishing, *Spectra* offers readers a column from NCA's president and job advertisements. Each September and March issue focuses on a specific theme.

In order to ensure that the content of *Spectra* reflects the interests and priorities of NCA members, the association has appointed a rotating advisory board that is composed of representatives from each of the four regional communication associations. The members of this group meet a few times a year to discuss ideas for themed issues, article topics, and authors. Advisory board members include:

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On the cover: A super cell thunderstorm, taken June 3, 2008.
Photo credit: Sean Waugh, National Oceanic and Atmospheric Administration/Department of Commerce

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Special Issue: The Future of Scholarly Publishing

Todd Armstrong, Independent Publishing Consultant
Navigating the ins and outs of book publishing within the communication discipline

Michael Beatty, University of Miami; and Thomas Feeley, University at Buffalo, SUNY
Understanding journal ranking systems

Joseph Esposito, Society for Scholarly Publishing
Exploring the landscape of digital publishing

Pam Shockley-Zalabak, University of Colorado at Colorado Springs
Providing insight on the impact of publishing on tenure and promotion

MESSAGE FROM THE

President



As I write my final presidential column for *Spectra*, I am again honored by the privilege I have had this year to express my thoughts to you. Right now, I am thinking about what our discipline can offer to a society that seems increasingly fragmented and polarized. Of course, it is easy to sit in judgment of our politicians who brought us to the brink earlier this year because they couldn't (or wouldn't) find common ground on the U.S. debt ceiling. Around the same time the

Congress was wrangling unproductively, the owners and players of the NFL were (finally) successful in coming together to save the football season after a protracted negotiation that almost delayed the start of the season. Again, it's easy to sit in judgment of these wealthy people who seemed to put greed before doing their jobs.

But, closer to home, I recently received a review of the book *The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters* by Benjamin Ginsberg, a professor of political science at Johns Hopkins University. The review, which appeared in *Inside Higher Ed* last summer, included an interview with Ginsberg. His book thesis is an interesting one: the problems of higher education can be attributed to the growth of "professional" administrators, who come to administration with managerial instead of academic orientations. I am sure many of us who are faculty can think of encounters with administrators who frustrated us and made us think that we were on opposing sides. And I am sure that is also true for those of us who are administrators.

According to *Inside Higher Ed*, Ginsberg "argues that universities have shifted their resources and attention away from teaching and research in order to feed a cadre of administrators who, he says, do little to advance the central mission of universities and serve chiefly to inflate their own sense of importance by increasing the number of people who report to them. 'Armies of staffers pose a threat by their very existence,' he wrote. 'They may seem harmless enough at their tiresome meetings, but if they fall into the wrong hands, deanlets can become instruments of administrative imperialism and academic destruction.'"

Although I may agree with some of Ginsberg's points, using a term such as "deanlets" (he also refers to administrators as "deanlings") and warning of "administrative imperialism" and "academic destruction" is inflammatory. To me, it accomplishes some of what Ginsberg bemoans in higher education: pitting the interests of administrators and faculty against each other. As he points out, all people engaged in running a college or university ought to have similar goals, and should be allies. Yet, he undercuts the idea of alliances when he uses such controversial language and demeaning labels.

Even closer to (our) home, we have witnessed discussions in CRTNET that used polarizing language to argue points of disagreement with one another. When professors of communication (and political science), as well as politicians and business people have difficulty expressing dissent without degenerating into polemics, what can we do?

Perhaps some suggestions can come from an interpersonal example from the past. Recently, *New York Times* op-ed contributor Jennifer Finney Boylan discussed how her parents used to have dinner parties in which people with divergent opinions on current events were invited. Boylan says the dining room would ring out with spirited discussion and then, "at a certain point, [her] father would ding his fork against the side of his glass and command everyone present to begin arguing 'the reverse of their earlier position.'" She comments that this seems "almost quaint" now given our current penchant for labeling people who do not agree with us as "traitors" or "un-American." But I am thinking the ability to argue against our own personal opinion is a useful skill. The Sophists got a bad name for this practice, but rhetoricians have argued that the Sophists were simply philosophical relativists. Although there are pitfalls in arguing against your own position, knowing opposing views to your own, and being able to articulate them clearly and fairly, seems a good way to develop perspective and empathy.

In sum, using inflammatory language and demonizing people who espouse a perspective other than your own encourages us to see things as opposites and obscures any search for common ground. Certainly, there are some people who are obstreperous, and need to be called out, but perhaps not as many as we are calling out today. And there are viewpoints that may be dangerous and need to be protested. But we probably won't be clear on who and what those are if we haven't really thought carefully about them.

Further, we won't be heard if our language instantly puts others on the defensive. We don't have the luxury of indulging ourselves in invectives and pushing each other into opposing camps. Our knowledge of good communication practices should help us pull together now when we need it most. "You cut the cake, I choose the slice" might just be the type of technique we could really use right now.

That's what I'm thinking about now. What's on your mind?

I am gratified to have had the honor of serving as NCA president this year. I have appreciated hearing from you with ideas for me to muse, and I hope we can continue to engage in some productive musings together. Please contact me at Lynn.turner@marquette.edu.

Lynn H. Turner, Ph.D.
NCA President

Communication Researchers as Pygmalion: Turning Earth Scientists into Sparkling Conversationalists

By William H. Hooke

Editor's note: The following article by William Hooke is written in the same conversational style as his blog, Livingon-therealworld.org, which explores the human relationship with Earth and its resources.

"If a weather warning passes a meteorologist's lips, but there's no communication researcher to hear it, does it make a sound?"

Earth scientists—climatologists, meteorologists, oceanographers, and the rest of my crowd—have trouble communicating.

Don't think so? Then take a break from your communication research and cast a glance over our way. Ask yourself, "How's that climate-change debate going? What's up with the creationist discussion?" Listen closely. You'll hear us mumbling to ourselves, "Why, when we warn of a hurricane approach, do only 50 percent of those ordered to evacuate do so? And why, on the other hand, are half of those in that multi-state evacuation traffic jam folks who were specifically asked to stay at home, to shelter-in-place? Why, when we put out that tsunami alert, does everyone throng to the beach? And when we issue the tornado warning, must people really rush home to close their windows, arriving just in time to die?"

Earth scientists need to face it. Often non-scientists think science is hard. But the truth? We scientists take up our subject because it is far easier to deal with

a chlorofluorocarbon molecule, or the ozone layer, or thermodynamics, or fluid mechanics—or even a hurricane or tornado—than it is to deal with another human being.

Even *bacteria* communicate better than earth scientists. Don't believe me? According to molecular biologist Bonnie Bassler, bacteria are fabulous when it comes to talking with each other. They're even multilingual. They always pay attention. They rarely argue (although now that we know they communicate, Big Pharma is working on a new class of antibiotics—chemicals that'll shut 'em up, cover their ears, teach 'em how to disagree). Oh, to be a microbe!

Before returning to the communication bit, let's step back for a little context.

For the past century, earth scientists have watched disaster costs rise faster than the growth of the world's economy. We've seen the environment degrade and ecosystems collapse. We've observed as extracting Earth's resources has grown more difficult and costly. Think BP oil spill. Japanese tsunami. Joplin tornadoes. Hurricane Irene.

Watch Bonnie Bassler's TED Talk on how bacteria "talk" at <http://bit.ly/oiX15Q> or use this QR code with your mobile device



And we've supposed the whole time, it's because our observations aren't good enough and our science needs improving—all those pointy-headed details of the calculations like the grid size and the cloud-microphysics parameterizations and the coupling between the atmosphere and the oceans. So we've tackled our technology and improved our numerical predictions. All the while, the societal outcomes have gotten worse.

In part, this is because of accelerating social change: population increase and an aging demographic; the globalization of the world's economy; the widening gap between rich and poor. Some illustrations? In the face of a hurricane, we used to need nine hours to evacuate Sanibel Island across the bridge to the Florida mainland. Today, with the buildup of population on the Fort Myers side of the bridge, we need 36 hours. Where do retirees go to live? In mobile homes along hurricane coasts. The recent Japanese earthquake and tsunami hit Toyota especially hard, even the U.S. plants because they were dependent upon Japanese components. Why were the poor of New Orleans most victimized by hurricane Katrina? Because they could afford to live only in the lower Ninth Ward, below sea level, and minimally protected by levees. The more well-to-do were living on the higher ground out along St. Charles Avenue. More examples abound.

Whew! Faced with these realities, earth scientists could go one of two ways.

We could decide that our job is simply to do the science. We could, in effect, say to the world, "Our job is the documentation of human failure. But recently, the scope of that failure has grown, and so has its complexity, and the pace of failure has accelerated. So if we're going to keep documenting our spiral to the bottom, we'll need more funding."

Forget that one. What's the alternative?

To roll up our sleeves, and try to use our knowledge to make this very real world we live on a better one.



Despite technology that allows improved weather predictions, societal outcomes have gotten worse. Earth scientists communicated about Hurricane Irene's track through Vermont. They communicated about heavy rains and flooding. But did they communicate this outcome?

But we can't go that route by ourselves. We have to partner up—with other natural scientists and with social scientists to start. But that's only the beginning. We have to reach out to policymakers and business leaders and practitioners of every kind. We have to dialogue with journalists and educators and make a common cause with the general public. The starting point? Communication. And we're flunking Communication 101.

People Don't Understand Our Message

Take those hurricane warnings and that graphic all of you have seen—the so-called "cone of uncertainty." We've been so proud of this one! "So easy for the public to grasp," we say. "So intuitive! So rich in content."

Wrong. As my colleague Gina Eosco, a communication fellow here at the American Meteorological Society (AMS), has shown, misunderstanding of this graphic is rampant. Furthermore, even those who understand it don't know what they're supposed to *do*.

Or take our favorite expression, "Thirty percent chance of rain today." Everywhere in the region? Or just someplace? How much? Does a trace of rain count? A few drops on the windshield? Or how about "High of 87 degrees." Really? Not 86? Not 88?

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How about another perennial: the distinction between “watches” and “warnings.” Ask your friends and colleagues. Do they know the distinction? Ask yourself. Do you?

People Sleep through Our Message

We’ve anesthetized our listeners through repetition and false alarms. An example: For years we’ve been pushing the National Oceanic and Atmospheric Administration’s Weather Radio as the public’s major means for getting hazardous weather alerts at home in the middle of the night.

True confession. I bought one. At first I thought it was cool. Then, after some time, whenever the alarm sounded, I’d deliberately get up and turn it off. I had learned that once the alerts started going out, they’d go

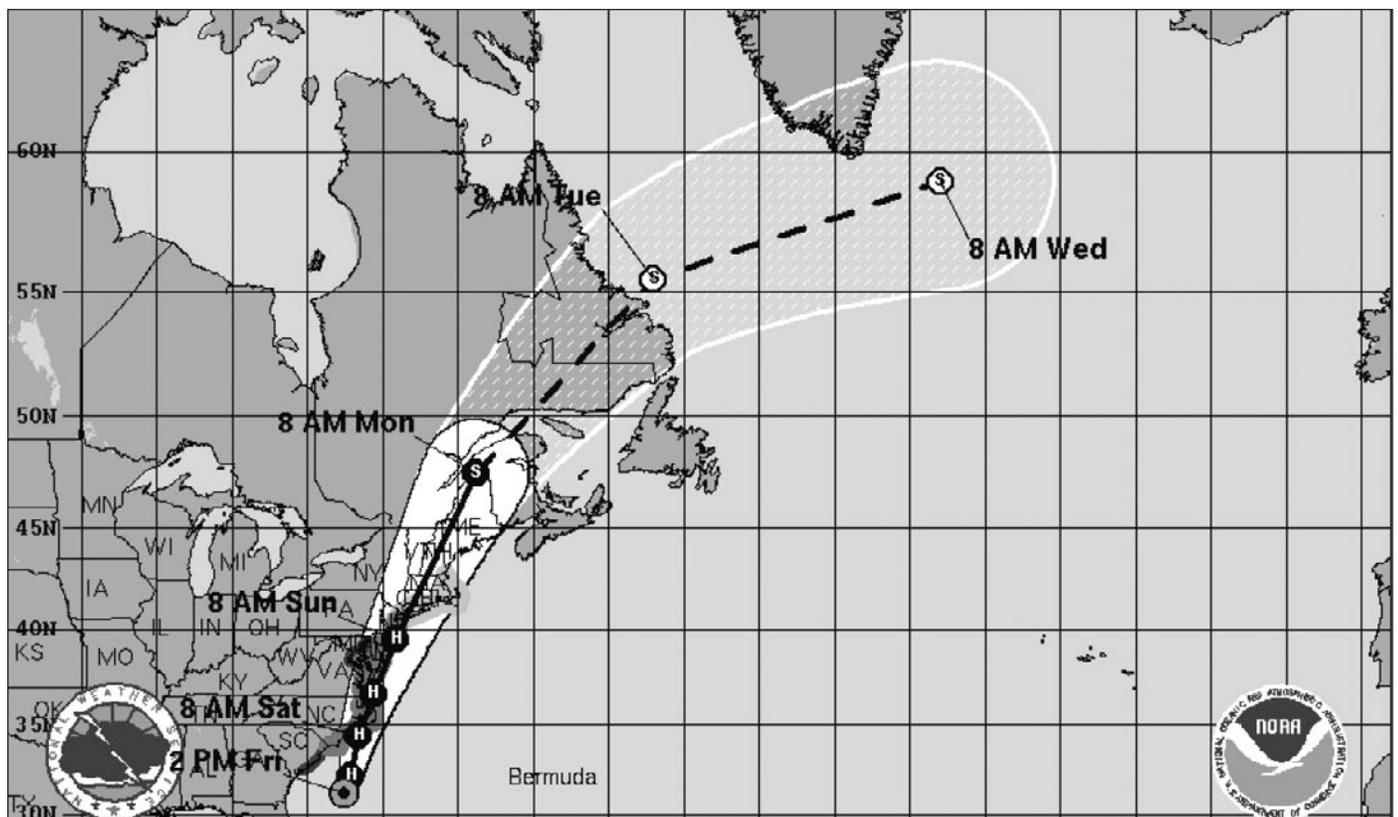
on all night long, even if the weather in question wasn’t a direct threat to my home. And I wanted sleep more than I wanted safety. Finally, after a few more months, I unplugged the radio altogether.

But I urge *you* to use it.

Yeah, right.

People Hate Our Message

We’ve transformed ourselves from scientists into scolds. Take climate change. For some time now, we’ve been telling the world that the atmosphere is warming, and even the oceans are starting to do so. We’re attributing the cause to human activity. We’re burning millions of years of plant carbon deposits in the form of oil, gas, and coal in just a few centuries. We’re warning that



If you were to ask meteorologists for definitions of a hurricane’s cone of uncertainty, you would likely get a variety of answers, and maybe a little bit of stammering. The graphic above shows the forecast track and cone of uncertainty for Hurricane Irene as issued at 11 p.m. EDT on Wednesday, August 24, 2011. Here’s the lead portion of the definition from the National Oceanic and Atmospheric Administration’s National Hurricane Center website: “*The cone represents the probable track of the center of a tropical cyclone, and is formed by enclosing the area swept out by a set of circles (not shown) along the forecast track (at 12, 24, 36 hours, etc.). The size of each circle is set so that two-thirds of historical official forecast errors over a 5-year sample fall within the circle...*” The italicized text seems to say more about how the cone is constructed than what it means. Gina Eosco of the American Meteorological Society notes that the definition fails to help users (mostly non-meteorologists) decide what, if any, action to take.

this poses risks for the environment, ecosystems, and society. We're forecasting ice cap and glacier melt and sea-level rise. We're telling people to expect more heat waves, greater extremes of flood and drought, acidification of the oceans, declining crop yields, and on and on.

So far, so good. We're scientists, we see what's happening, we check our facts, and we're sharing our findings. We're not keeping the bad news to ourselves. But people have not been reacting to this message as we'd hoped. Some say, "Weren't you all predicting an ice age back in the 1970s?" Some are derisive: "No way humans could have that much of an effect; it must be natural." Others just ignore us. Fact is, they're often worried about more urgent concerns—keeping (or finding) a job. Feeding the kids. Getting them to school. The quality of that school. Health issues. Health care costs. War. The latest from Congress and the White House.

Here is where the trouble starts. Instead of gathering more facts, going on about our business, or—heaven forbid!—asking *why* they didn't react as we thought they should, and possibly coming up with a reframing, we've gotten defensive. We've taken the attitude, "if they're negative, or uninterested, it's because we weren't loud enough." We take exactly the same message and repeat it, only this time we amp up the volume. We defend ourselves: "The science *is* so right!" And then we add a flourish: "If you don't believe us, you're an idiot." Worst of all, we've done this with colleagues really close to us—the broadcast meteorologists (who, as a group, remain less concerned about the issue than do researchers).

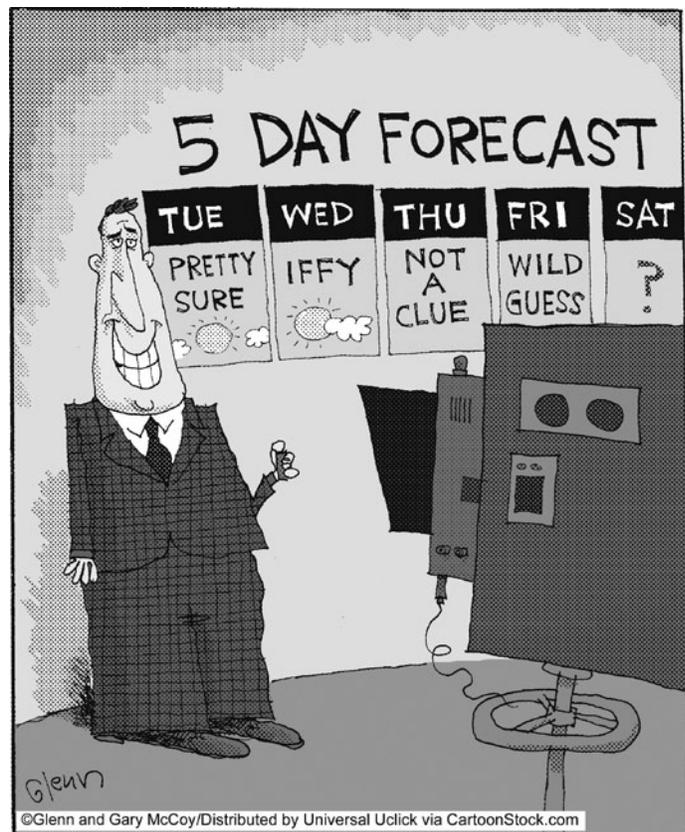
Now I'm a scientist, but I'm also married. And I've slowly and painfully learned that when my wife is put off by what I have to say, chances are negligible that it's because she didn't understand me. Chances are far greater she understood me all too well. That whatever thought I was expressing was shabby or self-serving, or at best irrelevant to her major concerns of the moment. My best option is not to defend what I said, but listen, observe, look for ways I can join her in what she's

doing—pitch in and help. What's more, that's the best course even if she *didn't* understand me, even if I still thought I was right.

That example too homely for you? How about this one? Google the expression "Middle East rumors." What do you think will be the first website that comes up?

Surprise! It's Coca Cola.

The reason? Turns out that in the Arab-speaking world someone decided that the Arabic for Coca Cola, spelled backwards, hints that there is no Allah, no Mecca. And so Pepsi reigns supreme in that part of the world. People at the Kellogg School, noting this, have argued that by defending itself, and given the popularity of its website, Coca Cola has kept the debate alive. They suggest that Coca Cola would have been better advised to ignore the accusations, and just overwhelm them with a stream of good news. Good communication? Good marketing? It's at best a gray area. Which would you rather do? Justify yourself? Or sell soda?



It's Not about Our Message

We have to listen more, listen more attentively, and listen from the get-go. As author Stephen Covey advises, we should seek first to understand, and only then to be understood.

Here's where the good news starts. We've been in this hole for some time. We should have stopped digging a long time ago! But recently, our troubles have become

What a productive time for all of us! The communication folks widened our horizons, showing us how much was already known on these topics, and where and how to learn more. They gave us theoretical concepts as well as practical, down-to-earth suggestions. In turn, hearing from earth scientists convinced many of them (you?) that our field may offer opportunities for communication research as rich as do health risk communication, marketing, and so on.

“We're starting to realize that all this time we've been disciplined in our science, but when it has come to communication, we've been winging it. We now know that we have to be as disciplined in our communication as we are in our mathematics and our field observations and experiments.”

so severe that we've stopped digging and started to listen. And we're hearing from communication researchers. People like Ed Maibach, Ann Bostrom, Matt Nisbet, Dan Kahan, and many others. Turns out that they've been studying us and the public we're trying to reach for some time now, they have actual data and facts on just how and why we're struggling, and they have ideas we might try to do better. They've been writing and talking on these subjects to anyone who'll listen. Ed Maibach and Joe Witte have been listening to and engaging broadcast meteorologists.

We're starting to realize that all this time we've been disciplined in our science, but when it has come to communication, we've been winging it. We now know that we have to be as disciplined in our communication as we are in our mathematics and our field observations and experiments. But the news gets even better. In our community, NCA members, with some support from the National Science Foundation, have made that help more tangible. They brought a cohort of communication scholars to our AMS Annual Meeting in Seattle last January. For six days, some 20 scholars—some quite experienced, others entry-level—took time to meet with each other and with AMS members to dialog on risk communication, climate change messaging, social networking, communication of uncertainty, and many other topics.

So, think *My Fair Lady*, based on George Bernard Shaw's *Pygmalion*. Get in touch with your Henry Higgins side! Ask an earth scientist (your Eliza Doolittle) to lunch. As meteorologists, climatologists, oceanographers, and hydrologists, we already know that the rain in Spain stays mainly on the plain. We already know that “in 'artford, 'ereford, and 'ampshire, 'urricanes 'ardly ever 'appen.” We just need you to teach us how to say it. ■

William H. Hooke, Ph.D., has been a senior policy fellow at the American Meteorological Society (AMS) since June 2000 and director of its Policy Program since July 2001. His current policy research interests include natural disaster reduction, historical precedents as they illuminate present-day policy, and the nature and implications of changing national requirements for weather and climate science and services. He also directs AMS policy education programs, including the Summer Policy Colloquium, and the AMS-UCAR Congressional Science Fellowship Program. Prior to joining the AMS, Hooke served in research and management positions at the National Oceanic and Atmospheric Administration and its antecedent agencies for more than 30 years.

Confessions of an Interdisciplinary Teacher in Training

By Ann Darling

Communication teaching, now more than ever, celebrates our vast interdisciplinary roots and promises. While many of us were urged to think and write deeply into narrowly defined disciplinary boundaries in our own graduate education—and much of our undergraduate curriculum demonstrated much of the same insistence—we are not nearly as identity-conscious as we once were. The system of education based on beliefs about sacred turf of disciplinary boundaries and assumptions that students can't meaningfully apply concepts until they've successfully "mastered" basic disciplinary knowledge is evaporating. Interdisciplinary teaching and integrative learning are providing exciting experiences for teachers and students.

I'm sure you can see these celebrations in your own department, probably in your own teaching. We have several exciting interdisciplinary programs on our campus at the University of Utah, and each of them has come into existence through a rich process of connection and collaboration. Environmental studies is one especially strong example of the evolution of an interdisciplinary program that is now a well-established subfield within communication studies.

Here at Utah, the initiative to compose an interdisciplinary degree-granting program in environmental studies was led by a group of scholars from communication, psychology, economics, political science, urban planning, and biology. Once established, that degree-granting program has supported countless funded and unfunded research projects and was a useful element in the political struggle to establish an

Office of Sustainability on our campus. We now offer a nationally recognized M.A. Program in Environmental Humanities and our department plays a central role in similar interdisciplinary programs in peace and conflict studies, leadership studies, and animation studies.

The interdisciplinary program with which I have the most involvement is our Communication Leadership Ethics and Research Program (CLEAR). The product of collaborations with colleagues in the College and Engineering, the University Writing Program, and the Departments of Philosophy and Communication, this program provides instruction in speaking, writing, teamwork, and ethics throughout the undergraduate curriculum and across the entire College of Engineering. It also produces interdisciplinary research that is regularly presented at the National Communication Association, Western States Communication Association, Conference on College Composition and Communication, and American Society for Engineering Education and published in journals such as *Communication Education* and *Engineering Studies*.

The existence of these programs brings into focus a set of conversations about *how* to do interdisciplinary teaching successfully. My own involvement with interdisciplinary teaching began during the first year of my Ph.D. program at the University of Washington (UW) when my mentor and friend Jody Nyquist conceptualized one of the first campus-wide training programs for international teaching assistants (ITAs). She understood that the challenges faced by ITAs were pedagogical, cultural, and linguistic in nature so

she created a team of three teachers, one bringing a pedagogical focus (me), one a cultural focus, and one a linguistic focus. The three of us spent many hours trying first to understand each other and then to design a program that might be useful to these important members of the UW teaching community.

As one of the architects for the CLEAR Program, I spent a fair share of time working to develop curricula and instruction with mechanical engineering faculty. More recently I had the opportunity to team teach an honors course on adolescent development and social justice with a dear friend in the Department of Parks, Recreation, and Tourism. As you can see, I've been to a few interdisciplinary teaching "rodeos" and my search for that transcendent teaching experience eludes me; I haven't earned that buckle yet and I don't think I'm alone.

meta-communicatively aware of your disciplinary blind spots, hot spots, and sacred cows. For example, when working to develop the CLEAR Program, my own disciplinary hot spot was my assumption that communication is constitutive of rather than a carrier for meanings. Whenever I found myself in situations in which this assumption was challenged, I noticed and had to discipline my desire to stop the conversation and teach my colleagues about how meanings are created in communication.

Lay understandings of effective communication being about people who use language correctly and people who listen carefully are common among my colleagues in engineering. When collaborating to embed communication instruction throughout the curriculum of the College of Engineering I couldn't stop every conversation in which this lay understanding of

“The difference between designing and teaching a course based in a single discipline and designing and teaching a course that crosses disciplinary boundaries is not linear, it is exponential. . . . If you are about to embark on an interdisciplinary teaching project, I advise you to triple the amount of time you think you need to plan and execute this course.”

Interdisciplinary teaching is time-consuming and difficult work and we don't know much about how to soften the challenges. The difference between designing and teaching a course based in a single discipline and designing and teaching a course that crosses disciplinary boundaries is not linear, it is exponential. If the teaching will be done in a collaborative context (as much interdisciplinary teaching is) the influence of time is even more dramatic. If you are about to embark on an interdisciplinary teaching project, I advise you to triple the amount of time you think you need to plan and execute this course.

But time is not the only distinguishing element of interdisciplinary teaching. This kind of teaching requires a particular kind of labor that is intellectually and emotionally exhausting. Doing interdisciplinary teaching requires that you are constantly meta-cognitively and

communication was apparent. To do so would have derailed further dialogue and ongoing collaboration. I had to learn to silently hope that my way of “doing” communication was more productive than any attempt to “teach” communication to my faculty colleagues in those contexts.

Some of the “bones” of disciplinary teaching are also challenging in different ways in an interdisciplinary context. Here I'm thinking about two particular elemental aspects of teaching: syllabi and grading rubrics. In the College of Engineering, our interdisciplinary syllabi tend to be organized as co-disciplinary constructions; engineering and communication topics are separated and clearly delineated. In our Adolescent Development syllabi, my colleague and I identified broad overarching themes like “adolescent identity” and approached each theme

from both a developmental (her area of expertise) and a communication perspective. Neither approach to syllabus construction is “right” or “wrong” and in each instance, at least for me, the task of constructing the syllabus integrated ideas about the goals for the course, awareness of the architecture of the disciplines being brought together, and respect for the evolving relationships engaged in the collaboration. For me, no aspect of syllabus construction was as simple and relatively straightforward as developing a new course in my “home” discipline.

Developing grading rubrics for interdisciplinary teaching can be surrounded by even more uncertainty. One of the problems of developing grading rubrics is related to the ongoing conversation about what constitutes a credible interdisciplinary knowledge claim. In my own experience, grading rubrics, like syllabi, can reflect the same “separate but equal” ethic that is evident in our engineering syllabi; that is, different rubrics can be used for grading the communication and the engineering (often referred to as the technical) aspects of assignments. Early in the evolution of the CLEAR Program, resisting this tendency of creating separated grading rubrics was difficult. I am happy to report that this is no longer an ongoing battle. At this time all grading rubrics are fully integrated and criteria related to “communication” and “technical” aspects of

when she captures the voices of teachers both struggling with trying to become expert in disciplines other than their own and appreciating the surrender of accepting the futility of that goal. One of Lattuca’s participants commented that she/he began to “feel more like a scholar and less like a technician” with the release of the demand to perform content expert in the interdisciplinary classroom. In my own experiences, the opportunity to perform “co-learner” was intensely liberating for me and appeared to open a space for my colleague and the students to make the performance of learning openly playful as we “toyed” with attempting to use the terms of each other’s discipline to engage our understandings of common topics.

To be fair, the performance of “co-learner” is a little less available within the CLEAR Program, both because of the strength of lay theories of communication with which we must contend and some disciplinary gender dynamics that are similarly oblique throughout disciplinary knowledge performance, according to a 2011 report by Katie R. Sullivan and April A. Kedrowicz. Still, the context of interdisciplinary teaching creates an opening for teacher role performance that expands the identity of expert to that of co-learner, co-host, concert maestro, conductor, or, as Lattuca names, “master of ceremonies.”

“Meeting our responsibilities to our publics will require that we understand and can operate effectively in complex interdisciplinary conversations. As educators in this complex context, it is our imperative to teach in ways that mirror the interdisciplinary challenges that students (and we) will face.”

student performance are equally weighted. This was a long process of collaboration, but I am thrilled to report that we have arrived at such an interdisciplinary and integrative approach to grading.

Finally, interdisciplinary teaching can challenge the identity of “the teacher” and the performances that we expect of that role. Lisa Lattuca’s 2001 study of interdisciplinary teachers makes this point beautifully

All this writing about the challenges of interdisciplinary teaching might be eliciting the question of “why do it?” Fortunately, this is a relatively simple question to address. We do it because we must. As others have written about in far more persuasive prose than I can engage here, most of the problems facing humanity, the problems that we are obliged to address with our teaching, research, and service, are complex multi-disciplinary problems. Meeting our responsibilities to

Confessions of an Interdisciplinary Teacher in Training

our publics will require that we understand and can operate effectively in complex interdisciplinary conversations. As educators in this complex context, it is our imperative to teach in ways that mirror the interdisciplinary challenges that students (and we) will face.

Additionally, we must because interdisciplinary teaching can help to create pedagogical environments that are more relevant and engaging to our students. As interdisciplinary teaching becomes more available and normalized, evidence is beginning to suggest that in these contexts student learning is more meaningful. Placing students in interdisciplinary contexts and insisting that they come to know and understand what is happening there means that the natural emergence of significant communication phenomena happens from the very beginning of their education. This trend is sufficiently clear that it is now developing a tributary conversation about integrative learning.

The American Association of Colleges & Universities has dedicated the last decade to developing our understandings of and commitments to integrative learning. Defined as learning that provides opportunities to connect and reflect and insists on application and intentionality, integrative learning can and often does merge with interdisciplinary teaching. In fact, I would argue that the goal of interdisciplinary teaching should (yes, I used the word “should”) be integrative learning.

Here at the University of Utah, we are about to engage in a yearlong initiative focused on integrative learning experiences using the Bonner Foundation’s 2008 study, “Civic Engagement at the Center,” as our model. The cornerstones of those experiences will be interdisciplinary courses that teach integrative thinking in the context of broad issues like social justice or community engagement. In these courses, skills in finding and building intentional connections within the interdisciplinary context will be coupled with skills in application, reflection, and ethics.

Each course of study will include exposure to multiple disciplines with the intentional goal of finding and

understanding connections among the disciplinary perspectives. Each course of study will also incorporate a meaningful application in the form of an internship, practicum, or perhaps an applied research project. Finally, each course of study will integrate an intentional reflection activity such as a journal, a synthetic essay, or perhaps a culminating portfolio of some kind.

While this is a broad interdisciplinary initiative, I am hoping my colleagues in the Department of Communication become leaders in our work. I am again noticing my disciplinary bias, but I cannot imagine teaching an interdisciplinary course focused on integrative learning without assistance from the discipline of communication. Imagine, for example, an interdisciplinary course focused on integrative learning in which the disciplines of communication, economics, political science, and leisure studies are brought together to examine a phenomenon such as “homelessness.” Imagine the interdisciplinary readings and the deeply connected conversations they would engender. Then imagine intentional engagement of this phenomenon in contexts other than university classrooms. I suspect that this type of learning experience will reveal how the significant concepts in communication are embedded in every complex issue society faces today. ■

Ann Darling, Ph.D., is the senior associate dean of undergraduate studies and associate professor of communication at the University of Utah where she served as chair of the Department of Communication from 2002 to 2011. Previously, she spent six years as director of the university’s Center for Teaching and Learning Excellence. She joined the Utah faculty in 1992 after spending five years at the University of Illinois. Darling has earned a major, campus-wide teaching award at each institution where she has taught, culminating in the University of Utah’s prestigious Distinguished Teaching Award in 2002. Her work focuses on questions related to communication and instruction. She has written numerous articles addressing issues of teacher socialization and training. Recently, her work has turned to questions about communication, education, and social justice.

From Communication Professor to Trial Consultant

By Kathy Kellermann

I was a professor for 20 years. I was on the faculty at the University of Wisconsin, Michigan State University, and the University of California at Santa Barbara (UCSB). I loved being a professor. I loved being a researcher. I loved teaching. So why did I leave academia?

When I am asked how I came to be a trial consultant, I usually trace my path back to a flip remark I made when introducing myself at a committee meeting at UCSB in the summer of 1995.

That summer, O.J. Simpson was on trial for the murders of Nicole Brown Simpson and Ronald Goldman. A media committee for the Student Health Service was meeting for the first time. I was invited to be on the committee. I said yes.

As we introduced ourselves at the first meeting, we each offered one unusual characteristic about ourselves. I said truthfully that “I am addicted to O.J. TV.” A representative of UCSB’s public relations office was at the meeting, and asked me if I was doing research on the O.J. trial. When I said that I was, and had attended the trial, the public relations office asked me if I’d be willing to be interviewed. I said yes.

The university public relations office sent a press release to the media. The Santa Barbara News Press picked up the story and printed a front-page feature article, complete with photos. I then began receiving unusual phone calls from people who read the article, including three in a row from a woman repeatedly asking me if I was praying for Christopher Darden, a prosecuting attorney in the case. The phone rang again and



From Communication Professor to Trial Consultant

although I was leery of answering, I did. A lawyer asked if I was the person interviewed in the paper. I hesitantly replied that I was, and he then invited me to be a guest on a legal radio show in town. I said yes.

I was a guest on this radio show multiple times that summer. After a while, the topic broadened to other legal issues. I was asked to become a co-host of the show. I said yes.

convenience to go to trial in the summer or during spring break.

I then began working for an attorney, who has since become a personal friend. This attorney recommended me for a job heading up the Los Angeles office of a trial consulting firm. I said yes.

My path from academia to trial consulting was less one of my making opportunities for myself, and more one

“Surprising to me, and something for which I am glad, is the extent to which my job now still involves teaching. My goal as a trial consultant is to leave attorneys and witnesses better off than they were before I worked with them, to provide tools they can use in other cases and situations.”

I co-hosted the radio show for three years. Both of my co-hosts were attorneys, and I met many other attorneys as guests on the program. One of my co-hosts asked me to present at a continuing legal education (CLE) seminar. I said yes.

Over the next few years, I presented at a number of CLE workshops and seminars. Attorneys who attended the workshops began calling me to consult on their cases. If the commitment was short, I sometimes said yes. I found the work interesting, requiring immediate application of what I knew, and having real-world outcomes.

When an executive recruiter called me about a full-time trial consulting job, I interviewed, but learned that I didn't want that particular job. At the same time, I realized that perhaps I was willing to leave academia.

I talked with a friend who had left academia to be a trial consultant. He invited me to a mock trial his firm was conducting. I said yes.

I began teaching a trial advocacy course. My students kept asking me why I didn't leave academia and become a trial consultant. Other opportunities came along, and I kept saying yes. However, it was difficult to take on anything but small cases while remaining a professor. Cases could not be scheduled for my

of my saying yes to opportunities that came my way. However, absent other experiences in my life, and other commitments of my scholarship, I doubt I would have been interested, or would have been successful. My background prepared me to both leave academia and be a trial consultant.

From the time I was young, I had been interested in the law, and yet never wanted to be a lawyer; here was a chance to pursue that interest. In college, I concentrated on political science, communication, and psychology—great background for a trial consultant. The rhetorical tradition of legal advocacy was not something with which I felt conflict; I experienced both the sciences and humanities in my upbringing. My father was an engineer who taught me to love mathematics and logical thinking. My mother was a music major, pursuing vocal and piano performance. I debated throughout high school and college, and was an assistant debate coach during my graduate school years. I chose to be a social scientist because of my commitment to the scientific enterprise and my love of mathematics. Eleven years before leaving academia, I interviewed at a private research laboratory, seriously considered taking the job when it was offered, and declined because I was worried about what leaving academia would mean to me. These early experiences were formative in preparing me for academia, and in my ultimate decision to leave.

I have always believed that theories can, and should, be applied to real-world problems. I think in theories and act on their implications—in my personal life, in my teaching, and in my research. I taught theories of persuasion, and spent considerable time teaching their application. I taught theories of argumentation, and spent considerable time teaching their application. I taught theories of interpersonal communication, and spent considerable time teaching their application. Other professors called me theoretical; my students called me applied. They were both correct. I am—and have always been—both theoretical and applied.

Straddling the theoretical-applied divide is both related to, and needed for, my transition from academia to the world of trial consulting. The academic division between the theoretical and the applied was something I never fully understood substantively when I was a professor, though I recognized it politically. For me, both theory and application are important. I wanted and chose to be in departments that valued theoretical thinking and theoretical research. I wanted and chose to be applied in my research and teaching while also being theoretical. I would describe my academic life as existing in a world that valued theory over application, where I continued to pursue application in the course of theory development.

In my life as a trial consultant, I am still straddling the theoretical-applied divide, but in a world that values application over theory. My value to my clients is and remains my commitment to both the theoretical and the applied. My blog, the Online Jury Research Update, summarizes social science principles and research to answer questions lawyers have about trying cases to juries. Attorneys want practical answers to questions, and research about theoretical principles is intriguing to them if it also provides practical answers to their questions.

My research is different now in two ways. First, my research now is driven by pragmatic questions to which I develop both pragmatic and theoretical answers, rather than by theoretical questions situated in applied settings seeking mostly theoretical answers. Second, my research is not limited only to communication concerns, and is instead driven by the interplay of

concerns involved in a trial setting (e.g., sociological issues of race and gender, psychological issues of jury decision-making, legal issues of due process rights, case issues that can range from sexual assault to patent infringement to election fraud to employment discrimination).

While inside academia, I read widely across disciplinary boundaries and methodologies: linguistics, artificial intelligence, psychology, sociology, computer science, geography, political science, human factors engineering—regardless of the discipline or methodology, if a question was being addressed of interest to me, I would read that literature. Crossing disciplinary boundaries, without question, was a part of me from an early age, and is critical in the work I do today as a trial consultant. Through my debate years, I read widely on wide-ranging topics, from foreign policy to consumer product safety. I believe that I would not be successful as a trial consultant without this cross-disciplinary orientation toward information and learning.

One of the questions I most often had to field when I first told people I was leaving academia related to giving up tenure. I wasn't particularly worried about this issue, although I did not leave academia without a way back. I took leave from my job when I first left, knowing that I could return if I so chose.

In both academia and my work as a trial consultant, research and teaching are important. The nature of the research is different, and I am comfortable with the predilections of both worlds. Surprising to me, and something for which I am glad, is the extent to which my job now still involves teaching. My goal as a trial consultant is to leave attorneys and witnesses better off than they were before I worked with them, to provide tools they can use in other cases and situations. I frequently give presentations to attorneys that are lectures in both form and function. I find attorneys to be an amazing audience—bright, engaged, and interactive. One huge advantage of not being in academia is that I don't have to grade.

When I left academia, I knew little about business or marketing, and never thought of myself as an entrepreneur. As a professor, I did not keep track of my

Profiles of Practice

NCA Resource Highlights Career Possibilities

Profiles of Practice describes several of the wide-ranging career possibilities for people with Ph.D.s in communication through personal narrative. This series of articles helps people make good personal job choices—to find the positions in which they will be most successful and they will most enjoy. These profiles illuminate the types of job options available and the key characteristics and nuances of different kinds of jobs as well.

The series of articles is designed principally for new and recent Ph.D.s in the midst of making career decisions, but is also informative for people who are considering job changes in later career stages and for people advising students about various career options.

Below are just a few of the Profiles of Practice that are available at www.natcom.org/profilesofpractice.

William Elwood, Ph.D.

Formerly Scientific Review Officer for Community-Level Health Promotion Study Section in the Center for Scientific Review, National Institutes of Health, and currently OppNet Facilitator for the Office of Behavioral and Social Sciences Research, National Institutes of Health

“I was a professor once myself...it’s exciting work and I loved it when I did it. But to limit students only to that—to say we have communication professorships and then there are alternative choices—doesn’t do justice to everybody involved...In my opinion, it’s not an either or career choice [academia or outside of academia]. It’s more an everything-is-possible set of choices.”



James Stiff, Ph.D.

Owner and Consultant, Trial Analysts

“My favorite part of the job is when we’re working with the trial team developing case themes and doing witness preparation activities—really talking about how we’re going to put the case on and convey the issues to the jury...We work on very complex litigation...So the challenges of learning the substance of the topic areas is what is really exciting and interesting—and then helping the lawyers understand how the jury is likely to perceive the case and where the jury is going to get hung up on issues and helping them explain to the jury what the case is about and lay out the position.”



Marsha Vanderford, Ph.D.

Director of the Emergency Communication System and Chief of the Emergency Risk Communication Branch, National Center for Health Marketing, Centers for Disease Control

“I’m so glad I went to CDC because after 20 years in academe—which I enjoyed very much and had great colleagues and a great experience—this has stretched me in more ways than I ever thought possible. And it has allowed me to actually do what I was teaching...And I feel much more authentic now.”



time in software on a quarter-hourly basis. I was not judged by how much business I brought in for a firm. I knew little about writing proposals or how (properly) to write a contract for my services. I did not know that marketing would be 50 percent (or more) of my job, and would be the impetus for having a website, starting a blog, having a Twitter feed, and getting onto Facebook as my company and not just me personally.

When I first left academia, I worked for a trial consulting company for three years. When I left that company, I was at a turning point. I thought of returning to academia. I thought of working for a private research lab. I thought of going into business for myself. I faced a very difficult decision because I considered all the choices exceptionally good, with the uncertainty being if I went into business for myself. I took the path of uncertainty, though again had a backup plan. I opted to become an entrepreneur because I believed that I could change my mind. I now believe that my thinking was partly deluded about returning to academia. I had offers from universities for an academic position at that time; I am unsure if I could obtain those same offers now, being as so much more time has gone by since I was in academia.

Thankfully, one of the greatest surprises of my life was when I realized that I liked being an entrepreneur. However, when I started in business for myself, I was beyond naïve about business. I started as a sole proprietor and had to be told to get a tax identification number so that I didn't have to use my Social Security number. From there, I've learned about contracts, S-corporations, business licensing, business taxes, and a host of other matters that don't particularly interest me, but are necessary to know to have my own business. For a few years, I joined a networking group and learned about elevator speeches, wealth management, and how to network with a wide range of private sector professionals, some professions of which I had never before heard. I also learned that providing my own job benefits is vastly different than having an employer provide them to me.

I appreciate my academic job benefits more now than I did when I was in academia. Because I now work for myself, I provide all my own benefits. I provide my own health insurance, something I wouldn't wish on anyone; a group plan through an employer is vastly superior. I still have control over my time, not unlike that I had as a professor, but I find I work harder, with fewer vacations. To take a vacation, I have to wind down my business starting two to three months in advance, and then gear up again when I come back. A two-week vacation is a loss of three to four months of income.

While I like to say that I left academia because of a flip remark at UCSB's Student Health Service, I really left academia slowly. For years before my remark, I had experiences that spanned traditional academic divides and prepared me for the transition. I had early opportunities to which I said no, followed by later opportunities to which I said yes. And I left academia without completely leaving academia. I carry academia with me into my job as a trial consultant, through the research and teaching I do now.

I remain a trial consultant for these reasons: How do I describe the joy I feel when a jury I selected opts for a penalty of life, rather than death? How do I describe the feeling when a very deserving plaintiff I worked for receives the largest damages ever awarded by a jury against the Los Angeles County Sheriff's Department? How do I describe the celebration that occurs when a research scientist I worked for as a civil defendant is found not liable in contract and employment disputes? Just as with academia, I am affecting people's lives, and that is meaningful to me. ■

Kathy Kellermann, Ph.D., is president of ComCon Kathy Kellermann Communication Consulting, a national trial and jury consulting firm headquartered in Los Angeles, California. ComCon works on civil and criminal cases in both federal and state courts, and supports the free Online Jury Research Update blog. ComCon can also be found on Facebook and Twitter.

Making Academic Scholarship Accessible to Policymakers

By Jessica Irons

For decades, U.S. policy has failed to provide adequate support for humanities research, or for education at any level of learning—not just to the detriment of American scholars and students, but to our civic institutions and society at large. One of the most basic challenges I face in advocating federal support for the humanities is explaining what the humanities are. Even though many members of Congress and congressional staff have undergraduate or advanced degrees in fields like English, history, communication, or political science, they don't necessarily connect their own academic work with the "humanities." The term just isn't commonly used, and all too often the humanities are confused with other policy areas—most frequently arts funding, but also other issues such as humanitarian aid.

I have yet to find a quick, easy definition of the humanities that works. And while on any given day, I would be grateful for the perfect sound bite—not to mention a "Got Milk" style campaign to make "humanities" a household word—I don't think it's necessary. I've found the best way around the terminology problem is to use examples, and to be as specific as possible. When I explain the role of the National Endowment for the Humanities (for example), I almost always mention a few of the academic fields it supports, just as when I introduce myself, I name a couple of the National Humanities Alliance's member organizations to make the nature of the coalition I represent as tangible as possible. In the process, you can often trigger a dialog about personal familiarity, background, and interests—which is exactly the kind of connection needed for effective advocacy. You may even find that legislators and staff are not only familiar

with a particular subject or aspect of the humanities, they may be passionate about it. The most direct advocacy strategy isn't to try to change someone's mind about the humanities, it's to demonstrate that something they already value and care about is part of, and connected to, the humanities enterprise.

About NHA

As executive director of the National Humanities Alliance, my job is to advocate on national and federal policy issues that have an impact on work in the humanities. The Alliance has more than 100 member organizations and institutions, including the National Communication Association, which has been an active member since 1984 and currently holds a seat on the Alliance's governing board. Based in Washington, D.C., the Alliance takes a lead role in advocating for increased funding for the National Endowment for the Humanities (NEH). The only federal agency specifically tasked with advancing research, education, and public engagement in the broad range of humanities fields, NEH is one of the largest funders of competitive grants for the humanities in the United States. In addition to NEH, the Alliance monitors and advocates for a broad range of federal agencies and programs that support humanities research and education, such as the U.S. Department of Education, the Institute of Museum and Library Services, the Library of Congress, and the National Archives and Records Administration.

The Alliance represents its members' interests in Washington by submitting testimony, letters, comments, and other policy statements to congressional committees and Executive Branch

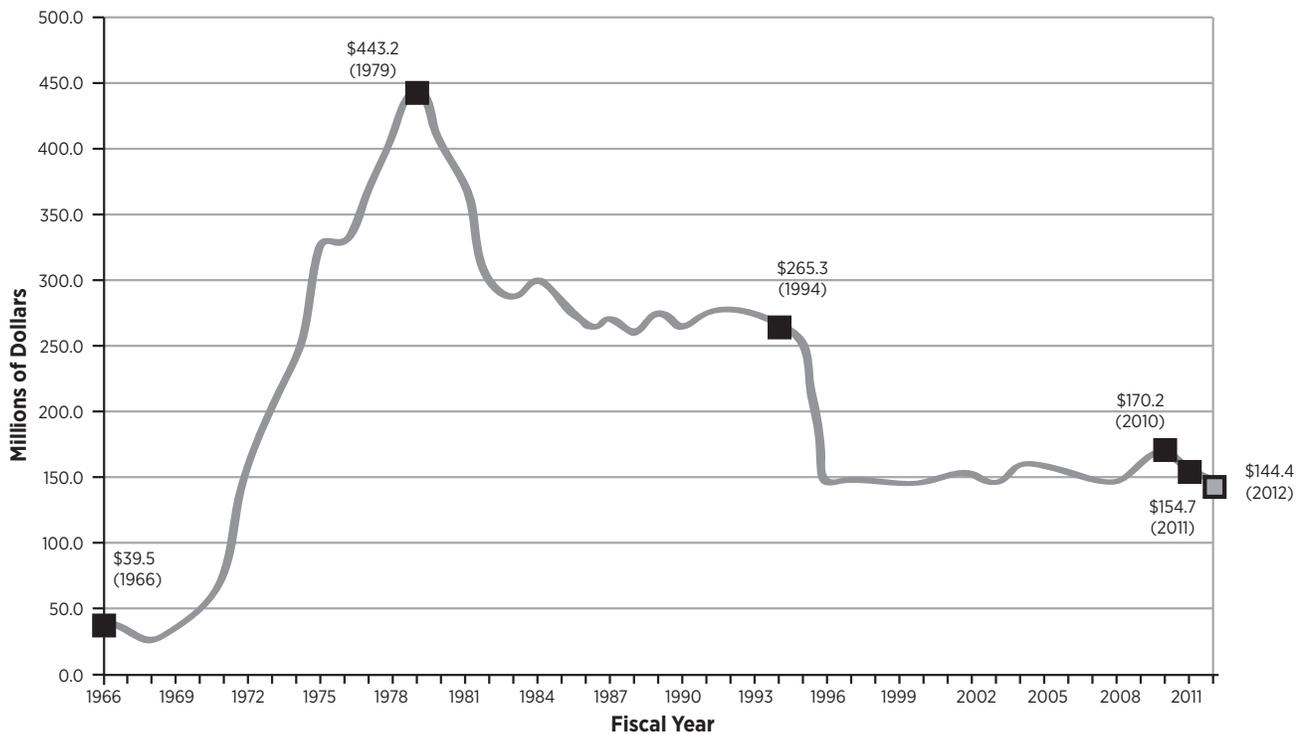
offices. The Alliance staff and I interact regularly with congressional and agency staff, and attend public hearings and meetings. We coordinate briefings on Capitol Hill and other events to raise the profile of the humanities in Washington. We work to inform the humanities community through news reports, policy analysis, issue briefs, and other materials disseminated via email and our website, www.nhalliance.org. And finally, we undertake a number of activities aimed at mobilizing grassroots advocacy for the humanities.

Historical Context

The Alliance was founded in 1981, in a moment of crisis, to help prevent the National Endowment for the Humanities from being abolished during the Reagan Administration. Having succeeded in preventing the agency’s elimination, the Alliance’s founders recognized



**National Endowment for the Humanities Appropriations, Fiscal Years 1966-2012
Adjusted for Inflation (2011 Constant Dollars)**



Constant dollar values are based on the 2011 annual CPI-U (Consumer Price Index-All Urban Consumers). For 1966-2010, constant dollar values reflect actual CPI-U annual averages reported by the Bureau of Labor Statistics (5/13/2011). For 2011-2012, constant dollar values reflect CPI-U annual forecasts published by the Congressional Budget Office, Budget and Economic Outlook, FY 2011-2012 (1/17/2011). Prior to FY 1978 (FY 1966-1977), appropriations listed for NEH represent one-half of the total administrative appropriation for the National Foundation on the Arts and the Humanities (line item shared with the National Endowment for the Arts). FY 1976 was followed by a transitional quarter during which the federal government shifted from a June 30 to a Sept. 30 fiscal year end. The nominal appropriation for this period (not shown here) was \$22.6 million. NEH funding was cut by \$67.5 million from FY 1994 to FY 1996 (nominal appropriations), a 41.5% decrease when adjusting for inflation. NEH did not receive supplemental funding under the American Recovery and Reinvestment Act of 2009. For 2011, CBO forecasts an inflation rate of 1.6% (change in annual CPI-U, 2010-2011). The FY 2012 nominal appropriation figure reflects the President’s FY 2012 Budget Request for NEH (2/12/2011). Regarding the constant dollar value, the CBO forecasts a 2012 inflation rate of 1.3%.
Analysis by the National Humanities Alliance, June 6, 2011

the need for sustained advocacy in support of the humanities at the federal level and formally incorporated the organization a few years later. They were proven right in 1995 when new leadership took control of the House of Representatives, and a second major assault was launched on NEH and its sister agency, the National Endowment for the Arts. While funding for the NEH was ultimately cut by nearly 40 percent, the agency had again been saved from elimination. Greater awareness of the need to defend the NEH—and the arts and humanities more broadly—also began to emerge.

In the years since, the Alliance and its members have fought further attempts to reduce NEH funding. NEH supporters—including members of Congress from both parties—have succeeded in partially restoring funding for the agency, garnering modest, but hard-won increases for NEH annually from 1999 to 2010.

Current Funding

In 2011, humanities funding has been hit hard by what many describe as a funding “tidal wave.” The Fiscal Year (FY) 2011 spending bill enacted in April reduced the NEH budget from \$167.5 million (its highest level since 1995) to \$154.7 million. For FY 2012, the Obama

Administration has proposed a further reduction for NEH to a level of \$146.3 million, which, if enacted, would result in a 20 percent cut to NEH over two years. Cumulatively, cuts already enacted in 2011 may be unprecedented. For FY 2011, losses to humanities-related programs total over a half-billion dollars—a devastating and disproportionate reduction in the context of overall federal spending. In the Department of Education, for example, Title VI/Fulbright-Hays International Education and Foreign Language Programs were cut by 40 percent, or \$50 million. Teaching American History, a K-12/higher-education partnership program, was cut by 61 percent (\$73 million). Other K-12 initiatives were completely eliminated, including \$374 million set aside for targeted civics, literacy, reading, and writing programs (e.g., the National Writing Project, Reading Is Fundamental).

Humanities Advocacy Day

One of the Alliance’s most important efforts is its annual Humanities Advocacy Day (HAD). Here, communication scholars bring unique expertise. Launched in 2000, HAD provides scholars and others engaged in the humanities the opportunity to make their voices heard on Capitol Hill, and to present their work directly to lawmakers. It also plays a critical role in advancing the Alliance’s advocacy strategy by demonstrating the strong physical presence of the humanities community, and by raising the profile of the humanities among legislators, policymakers, and other Washington, D.C.-based stakeholders. Meeting participants are briefed on the current state of funding for a range of federal humanities programs and receive issue briefs and other materials to deliver to members of Congress as part of state groups organized by the Alliance.

As a co-sponsor of HAD, the National Communication Association has played a distinct role. NCA staff have assisted by recruiting participants, developing and leading advocacy training sessions, and accompanying advocates on Hill visits. To ensure strong representation for the field, in recent years NCA has begun organizing formal delegations of members who participate fully in the Alliance’s annual meeting and advocacy day, as well as NCA-specific activities.



Bruce Gronbeck (right), Emeritus A. Craig Baird Distinguished Professor of Public Address at the University of Iowa, discusses a humanities research project with William Davis, executive director of the American Anthropological Association, at Humanities Advocacy Day. The annual event, hosted by the National Humanities Alliance, allows educators and scholars to communicate the value of the humanities to members of Congress. NHA will hold next year’s activities March 19-20.

What You Can Do

- Share news from the local level with NCA and other support networks about possible threats or opportunities for the field (e.g., local connection to a key member of Congress).
- Take action by calling or writing your elected officials and asking for their support on specific measures, and follow through by thanking them when they take positive action.
- Communicate with university administrators and federal relations officers about your work; ask for their support in garnering grant funds; urge the president's office to make federal humanities funding an advocacy priority.
- Serve as a resource for local media by writing opinion pieces or sharing expertise with reporters on relevant news stories.
- Volunteer in a campaign for one of the many elections taking place in 2012. Communication scholars have unique expertise to offer political candidates.

Humanities Scholarship and Public Policy

At a time when the country is facing its worst economic crisis since the Great Depression, when U.S. troops are still deployed in active combat abroad, when communities at home and around the world are grappling with the impacts of natural disasters and environmental change, how do you make the case for renewed investment in the humanities? One way is to demonstrate the very real connection between the humanities and the complex policy challenges faced by legislators and other policymakers every day. What do politicians hear about from constituents? Jobs. The economy. What are the perennial policy priorities? Education. Defense. The fact is, the humanities have never been more critical to the broad range of challenges faced by Americans and their leaders, from global competitiveness to national security.

These challenges call precisely on the capacities and expertise cultivated by the humanities: critical thinking, effective and meaningful communication, and deep understanding of human societies, history, and context. Policymakers may not routinely turn to the humanities for answers, but more leaders are making the connection.

For example, in 2008, then U.S. Secretary of Defense Robert Gates announced the Minerva Initiative, a new grant program intended to foster better cooperation between the Department of Defense and both the humanities and social science research communities.

Explaining the need for the program, Gates said, "Too many mistakes have been made over the years because our government and military did not understand—or even seek to understand—the countries or cultures we were dealing with."

At the end of 2010, members of the U.S. Senate and House of Representatives issued a bipartisan call to the American Academy of Arts and Sciences to establish a "Commission on the Humanities and Social Sciences." The newly appointed commission has already convened and is working to answer the following question posed by congressional leaders: "What are the top 10 actions that Congress, state governments, universities, foundations, educators, individual benefactors, and others should take now to maintain national excellence in humanities and social scientific scholarship and education, and to achieve long-term national goals for our intellectual and economic well-being; for a stronger, more vibrant civil society; and for the success of cultural diplomacy in the 21st century?"

Making Policy Connections

More work needs to be done to advance opportunities for policymakers to connect with humanities scholars and their work, but we also need to do a better job of showing where those connections already exist. Through their research activities, humanities scholars are making significant contributions to policy issues as diverse as education, health, foreign policy, and the environment.

For example, humanities scholars have contributed to improved teaching and learning in a range of subjects in U.S. schools through curriculum development, dissemination, and digital resource projects supported by the NEH and the Department of Education. Philosophers have consulted on biomedical ethics projects for the National Institutes of Health. Aid groups have called on anthropologists and language experts to provide knowledge of local cultures and communication skills necessary to secure the willingness of populations to participate in life-saving vaccine programs. The National Park Service has commissioned historians to provide context for land-use plans that balance environmental, historical, and current population factors.

To help make some of these connections, the Alliance's 2011 annual meeting highlighted compelling work in the humanities with current relevancy. The American Anthropological Association's Race Project, for example, is an award-winning project designed to expand current thinking about race and human variation. Deliberately encouraging an integrative approach to the topic of race, the project draws from multiple biological, cultural, and historical points of view. The results demonstrate how understanding of complex social issues relies on the full range of human knowledge represented in the sciences, social sciences, and humanities. Unique also for its design and success in reaching a broad audience, the project has deployed an innovative combination of commissioned articles, scholarly conferences, traveling exhibits, online resources, Hill briefings, and other outreach activities.

Last May, the National Humanities Alliance and the Association of American Universities co-sponsored a Hill briefing in cooperation with the Congressional Humanities Caucus, a bipartisan group in the House of Representatives. Titled "The Humanities in the 21st Century: Addressing National Security & Other Global Challenges Through Cultural Understanding," the panel drew a standing-room-only crowd that included House and Senate staff, as well as members of the public. Participants engaged in serious Q&A with faculty panelists, who discussed current projects

having a tangible impact in support of national security, diplomatic, and cultural heritage preservation efforts.

Costs of Disinvestment

Not investing in the humanities also has human costs. As *Spectra* readers are well aware, the recession and attending budget cuts have also hit the humanities hard at the state and local level, with severe consequences for scholars seeking academic employment and students facing diminished opportunities to engage in the humanities at many institutions. There are also real, but immeasurable, costs to society—of not supporting a broadly educated citizenry; not cultivating expertise in fields like history, language, literature, philosophy, or communication; and not making fully informed policy decisions.

There has never been a more critical time for humanities scholars to take on the challenge of communicating the value and findings of their work. From my own experience, I know that researchers across the country are interested in utilizing their expertise to make a difference—they want to be used. And I've seen first-hand how effective humanities scholars can be as advocates and advisors on policy issues. We can make our voices heard in defense of humanities investment. We must try to create better outcomes for society by bringing humanities research to bear on important policy decisions. Individual advocacy is one of the most basic ways in which humanities scholars can have an impact on public policy, but there are many ways for humanities scholars to participate in the policymaking process. No matter what path readers take, the important thing is to get involved. For better or worse, as President Obama has said, "The future is ours." ■

Jessica Jones Irons is the executive director of the National Humanities Alliance. Since joining the organization in 1999, she has served in a variety of capacities, including interim and assistant director, before receiving her current appointment in 2005. From 1994 to 1998, Irons worked for a Boston-based IT firm, providing technical support and training to offices nationwide and overseas, and developing business proposals for government and private-sector clients.

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Applications will be reviewed on a rolling basis until all positions are filled. Priority application deadline is February 1, 2012. Learn more at <http://www.american.edu/soc/phd>

Azusa Pacific University

Two Full-Time Faculty Positions

Azusa Pacific University, an evangelical Christian university, invites applications for two full-time faculty positions in the Department of Communication Studies: One position for Interpersonal Communication and Research Methods, and the other for Student Newspaper Adviser and Multi-Media Journalism. Candidates for both positions should have at least two years of full-time teaching experience at the college or university level. Ph.D. preferred; ABD will be considered. For details about each position, please visit www.apu.edu/provost/employment/apply/. Positions subject to funding. Azusa Pacific University does not discriminate on the basis of race, color, gender, age, disability, national origin, status as a veteran, or any other characteristic protected by law in any of its policies, practices, or procedures. Women and minorities are encouraged to apply.

Biola University

Communication Studies Assistant Professor/Instructor

Communication Studies (approx 200 majors) at Biola University has 2 open faculty positions to begin Fall 2012: Assistant Professor with expertise in research methodology and organizational communications; Instructor rank faculty to direct the speech/debate program and teach public speaking classes. Assistant Prof candidate must hold a PhD (or ABD) in Communications. Instructor candidate must hold a MA and have experience in administering speech/debate activities in

Spectra Job Advertising Guidelines

Deadline for March Issue: January 31, 2012

Deadline for May Issue: March 31, 2012

Advertisers are asked to submit their text-only ads online at www.natcom.org/careercenter. 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. Questions? Contact spectra@natcom.org.

Equal Opportunity Employment/Affirmative Action

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.

parliamentary and Lincoln-Douglass debate. Appointments are pending funding.

Biola University is located in Los Angeles County, on the border with Orange County in So California. Biola is an evangelical Christian university in which all faculty endorse the University Doctrinal Statement, adhere to the Standard of Conduct, and are committed to the integration of faith and academics. Applicants should submit a letter of interest, current CV, and a statement of faith to Dr. Patricia Pike, Vice Provost, Biola University 13800 Biola Ave. La Mirada CA 90639. Promising candidates will be contacted after review and asked to complete the full application. Initial contact deadline: February 1, 2012.

Bridgewater State University

Assistant Professor of Multimedia Journalism, Department of Communication Studies

The Department of Communication Studies at Bridgewater State University seeks an Assistant Professor of Multimedia Journalism. The successful candidate for this full-time, tenure-track position will be an engaged teacher/scholar of converged digital-media production within a critical/cultural media studies framework. The ideal candidate will have: the ability to teach in multimedia journalism, including at least two of the following areas - multimedia journalism/reporting and production, social media, media literacy, or writing for media; a strong program of scholarly research; a willingness to contribute to the success of the department and the University; and a desire to advise and mentor undergraduate students. The successful candidate may also teach University core curriculum courses including first- or second-year seminars. The position begins September 1, 2012.

Required Minimum Qualifications:

Ph.D. in Communication or Media Studies; ABD considered with degree completion by August 15, 2012.

Preferred Qualifications:

The preferred candidate will have university-level teaching experience; a strong scholarly agenda; a professional journalism background and experience with new-media reporting and production, a demonstrated commitment to excellence in teaching, advising, and working in a diverse environment, the ability to use technology effectively in teaching and learning, and a commitment to public higher education.

Special Instructions to Applicants:

In addition to a letter of application and a curriculum vitae, please submit:

- A statement indicating teaching philosophy
- Samples of scholarly writing (e. g., published articles or reports, convention papers.)

Salary: Based upon qualifications

TO APPLY: Interested applicants should apply online at <http://jobs.bridgew.edu>

Position will remain open until filled.

Bridgewater State University is an affirmative action/equal opportunity employer which actively seeks to increase the diversity of its workforce.

Buffalo State College

Assistant Professor in Public Relations/Advertising

ANNOUNCEMENT OF FACULTY POSITION
DEPARTMENT OF COMMUNICATION

Assistant Professor in Public Relations/Advertising

POSITION: The Department of Communication

at Buffalo State College is seeking an assistant professor (tenure track) in the area of Public Relations/Advertising, to begin in August 2012.

The appointee will teach three courses per semester for undergraduate or graduate students from the following areas: public relations/advertising, such as principles of public relations and advertising, public relations writing, campaigns in public relations and advertising, or public relations management; communication research; the department's core courses in media writing, speech, visual communication, or media literacy; and college core courses.

The appointee also will engage in scholarly research and creative activity, advise students, and participate in department, college, and community service.

QUALIFICATIONS: Required qualifications include master's degree in communication or related field, expertise to teach public relations/advertising, communication research, departmental core courses in media writing, speech, visual communication or media literacy, college-level teaching experience, evidence of communication-related scholarship or ability to do scholarly research, and at least five years of professional experience in public relations or advertising.

Preferred qualifications include Ph.D. degree in communication or related field, APR accreditation, professional experience in public relations or advertising at the management level, evidence of published research, full-time college teaching experience, and ability to teach courses dealing with social media, integrated media, advertising, communication law, or communication ethics.

APPOINTMENT: Full-time tenure track appointment beginning September 1, 2012, contingent on funding. Terminal degree must be completed by time of appointment. Salary is competitive nationally, with excellent benefits.

ADDITIONAL INFORMATION: The Department of Communication is a professionally oriented program, offering majors in public communication (public relations and advertising), journalism, media production, all of which are accredited by ACEJMC, and communication studies, plus a minor in speech. The department has 700 undergraduate students, including approximately 200 public communication majors; 30 graduate students; and a full-time faculty of 11. Learn more about the Department of Communication at <http://www.buffalostate.edu/depts/communication/>

Buffalo State College is the largest four-year comprehensive college in the SUNY system. Western New York and neighboring Southern Ontario offer dynamic media and cultural opportunities as well as excellent four season recreational activities.

APPLICATION DEADLINE: Review of applications will begin Dec. 1, 2011 and will continue until position is filled.

APPLICATIONS: Please submit the following materials online: 1) letter of application addressing teaching and professional philosophy, 2) curriculum vitae, 3) samples of scholarly/professional work, and 4) names and telephone numbers of three references at the following link: <https://jobs.buffalostate.edu>

Line Number: 21302

Email questions to: Dr. Deborah Silverman

silverda@buffalostate.edu

Buffalo State College, State University of New York, is an affirmative action/equal opportunity institution which subscribes to all federal, state, and SUNY legal requirements and does not discriminate against applicants, students, or employees on the basis of race, sex, ethnicity, national origin, sexual orientation, religion, age, disability, or marital or veteran status. Any violation of this policy should be reported to the Equity and Campus Diversity Office, Cleveland Hall 415, (716) 878-6210.

Butler University
Three Positions: Organizational Communication, Associate Professor with tenure; Organizational Communication, Assistant Professor; Director of Debate, Assistant Professor

The College of Communication
Butler University

The College of Communication invites applications for four open faculty positions beginning August 2012. Review of applications will begin October 15 and continue until the positions are filled. Consideration will be given only to complete applications.

Organizational Communication & Leadership Program

Three organizational communication positions: one position as an associate professor with tenure and two as assistant professor tenure-track positions.

All of the successful candidates should be broadly trained in the area of organizational communication. Successful candidates should have a terminal degree in the discipline or closely related field. Candidates should be able to teach undergraduate introductory communication classes as well as upper-level courses in organizational communication and leadership, public speaking, business and professional speaking, communication theory, research methods and interest in developing and implementing curricula that address multicultural issues. We seek applicants from a variety of theoretical and methodological approaches. The teaching load is 3/3 for all three positions and all full-time faculty are expected to recruit and advise students. The College is planning to develop graduate programs in communication in the future. Salary based on qualifications and experience.

Candidates should submit a letter of application, curriculum vitae, teaching philosophy, evidence of teaching effectiveness, samples of published work or evidence of scholarly activity, copies of unofficial transcripts, and three letters of reference. We would like to conduct interviews at the National Communication Association annual meeting in New Orleans in November.

1. Associate professor with tenure preferred. An advanced assistant professor considered (tenure track). The successful candidate should have a strong teaching and research portfolio and should demonstrate the ability to provide leadership in curriculum and program development. We are particularly interested in candidates whose area of study allows them to collaborate with our College of Business and Butler's Business Accelerator. Search Chair: David Waite, Ph.D. (dwaite@butler.edu), Re: Organizational Communication Faculty Search
2. Assistant professor, tenure track. The successful candidate should have a strong teaching portfolio as well as a program of research leading to publication. Although open, we are especially interested in candidates with research areas in intercultural communication, international communication, health communication, critical theory and conflict mediation. Search Chair: Ann Savage, Ph.D. (asavage@butler.edu), Re: Organizational Communication Assistant Professor Search
3. Director of Debate, Assistant Professor, tenure track. The successful candidate should have extensive debate experience, a strong teaching portfolio, as well as a program of research leading to publication. Although open, we are especially interested in candidates who can also contribute to the rhetoric and rhetorical theory component of the new major in Media, Rhetoric and Culture. Ability to teach Media Literacy a plus. Search Chair: Allison Harthcock, Ph.D. (aharthco@butler.edu), Re: Director of Debate/Assistant Prof Search

Created in 2010, the College of Communication brought together longstanding departments and courses that include: Organizational Communication and Leadership; Strategic Communication; Communication Sciences and Disorders; Media, Rhetoric and Culture; Creative Media and Entertainment; plus the School of Journalism.

Butler University, founded in 1855 by attorney and abolitionist Ovid Butler, is home to about 4,000 undergraduate and 700 graduate students in six colleges and more than 60 academic majors. Located in Indianapolis, a thriving metropolitan area of approximately 1.5 million people in the 27th largest media market, Butler occupies 290 acres in a vibrant and diverse neighborhood near the White River on the northwest side of Indianapolis. The University emphasizes a liberal arts-based education with the goal of teaching clear and effective communication, appreciation of beauty, and a commitment to lifelong learning,

community service and global awareness. For further information visit the Butler website at www.butler.edu.

Please submit applications to the corresponding search chair at the College of Communication, Butler University, 4600 Sunset Avenue, Indianapolis, IN 46208-3485.

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

California Lutheran University *Assistant Professor in Communications*

The Department of Communication at California Lutheran University invites applications for a tenure-track Assistant Professor in the area of Mass Communication to begin August 2012. The successful candidate will be a generalist who will teach undergraduate courses in writing for the mass media, introduction to mass communication, and 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 demonstrated potential for scholarly research are required. Professional experience in media-related industries is desirable. Preference given to candidates who can document competence in the teaching of writing. A.B.D. considered with doctorate earned by September 2012.

CLU is an accredited, private, comprehensive university located midway between Santa Barbara and Los Angeles. Additional information may be found at www.callutheran.edu. The University has no religious requirements for its faculty or students. California Lutheran University is an Equal Opportunity Employer. The university encourages candidates who will contribute to the cultural diversity of CLU to apply.

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

Dr. Sharon Docter, Chair, Search Committee
c/o Randy Toland [toland@callutheran.edu]
California Lutheran University
60 Olsen Road
Thousand Oaks, CA 91360

Review of applications will begin on November 30, 2011 and will continue until the position is filled.

Central Michigan University *Assistant Professor of Integrative Public Relations*

The College of Communication and Fine Arts at Central Michigan University seeks an applicant for a tenure-track position to teach in the Integrative Public Relations program. The position will begin in August 2012. CMU's Integrative Public Relations major is a joint program involving three units of

the college: the School of Broadcast and Cinematic Arts, the Department of Communication and Dramatic Arts and the Department of Journalism.

Required: Ph.D. (ABD considered; Ph.D. must be completed within the first two years of appointment) in public relations, or journalism/communication/mass communication/electronic media with an emphasis in public relations and a knowledge of new/digital media technology for consideration in the academic track within one of the college's units, OR, for consideration in the professional track, a distinguished professional record in public relations. A master's degree in an appropriate discipline, an APR credential, and university teaching experience in public relations or an area related to public relations (communication, mass communications, electronic media, or marketing) are required.

Preferred: Demonstrated ability to teach public relations courses, including principles of public relations, public relations writing, research, strategy, campaigns, management and crisis communications; ability to teach concepts and skills of social media and public relations; ability to teach public relations as an integrative discipline and to bring global and diverse perspectives to the unit in which this position is housed. Potential for excellent teaching and high-quality research or juried creative work in the discipline, ability to teach other communication, mass communications or electronic media courses, and ability to contribute to curriculum development also are preferred.

Responsibilities: Teach 3 undergraduate courses (Includes a 1 credit hour Introduction to Public Relations course plus two courses) each semester; may work with students in PRSSA, serve as coordinator of the interdisciplinary Integrative Public Relations program; contribute to curriculum development; maintain an active record of research/creative activity; serve on departmental, college and university committees; advise students; assist in outcome assessment; and participate in state, regional, national, and international professional and academic organizations.

Required application materials: Letter of application that specifically addresses position qualifications and duties; vita; copies of unofficial transcripts; evidence of teaching effectiveness such as student evaluation forms; statement of research, and three letters of recommendation. Please send all materials to Chair, Integrative Public Relations Search Committee, College of Communication and Fine Arts, Central Michigan University, 129 Moore Hall, Mount Pleasant, MI 48859. Review of applications will begin November 1, 2011 and will continue until the position is filled.

Serving 28,000 students, Central Michigan University is a doctoral research university recognized for strong undergraduate education and a range of focused graduate programs and research. Learn more about the College of

Communication and Fine Arts at <http://www.cca.cmich.edu>.

CMU, an AA/EQ institution, strongly and actively strives to increase diversity within its community (see www.cmich.edu/aaeo/).

University of Georgia *Director of the Center for Health and Risk Communication*

The Grady College of Journalism and Mass Communication invites applications for the position of Director of the Center for Health and Risk Communication, a tenure-track position in the Department of Advertising and Public Relations, to begin August 2012. The Center for Health and Risk Communication is newly housed in the Grady College. It is multi-disciplinary, bringing together researchers from the College and units across the University, including: business, communication studies, education, pharmacy, public health, psychology, medicine, and sociology. Academic Rank/Salary - Full or Associate Professor. Appointment will be commensurate with qualifications and experience. Salary competitive. Responsibilities - We are seeking candidates that are nationally recognized authorities in health or risk communication, have an established track record of research excellence, and have the ability to lead and mentor researchers and attract competitive external grant funding. This person will direct the operations of the Center for Health and Risk Communication. This will include serving as a liaison between the Center and affiliate units on campus, and fostering ties with public and private funders. The home department for this position is Advertising and Public Relations. In addition to teaching graduate courses in health or risk communication, the person assuming this position will also have undergraduate teaching responsibilities in either advertising or public relations. The ideal candidate will have a thorough grounding in theory, research and industry practices; and the ability to teach courses in health or risk communication and either advertising or public relations, (e.g., health and risk media, crisis management, advertising media planning, advertising or public relations management, campaign planning, social marketing). Ph.D. in communication or related field required. Evidence or promise of sustained research and grant productivity is required. Ability to mentor and direct graduate students also required. Prior management experience is highly desirable.

Screening of applications will begin January 9, 2012 and continue until the position is filled. To apply for the position, submit a cover letter, three references and curriculum vitae to (electronic submission preferred): Jeffrey K. Springston, Professor, Health and Risk Center Search Committee Chair Department of Advertising & Public Relations Grady College of Journalism and Mass Communication University of Georgia Athens, GA 30602-3018 Email: jspring@uga.edu (706) 542-7833. Learn more about the Department

of Advertising and Public Relations and the Grady College at www.grady.uga.edu.

The University of Georgia (www.uga.edu) is located 70 miles from Atlanta and is in close proximity to major media outlets and the Centers for Disease Control and Prevention. Athens is consistently named one of the best college towns and is known for its music scene (www.visitathensuga.com). Georgia is well known for its quality of life offering an array of both outdoor and urban activities (www.georgia.gov).

The University of Georgia is an Affirmative Action/ Equal Opportunity Institution

Georgetown College

Assistant Professor of Communication and Media Studies

The Department of Communication & Media Studies at Georgetown College invites applicants for two positions to begin August 2012. The first position is a tenure-track Assistant Professor appointment in New Media. The successful candidate will be qualified to teach courses in media (with an ability to explore the significance of new media and media literacy). The second position is also a tenure-track Assistant Professor in New Media, however the ideal candidate for this position should have a background in Advertising and Public Relations. Applicants are encouraged to demonstrate an ability to connect their specific media expertise with current course offerings. Applicants should also demonstrate a clear commitment to engaged-student learning exemplified by a strong record of teaching and student mentorship. Qualified candidates should have a Ph.D. or expect to receive the Ph.D. by August 1, 2012. ABD candidates near completion will be considered. Georgetown College is a private liberal arts institution and emphasis is placed on teaching excellence in the context of a church-related college. Through a broad undergraduate program, the curriculum offers a foundation for shaping informed thought and action in order to prepare students for their place in society. Georgetown College seeks persons committed to supporting its mission to realizing their full potential in this community of learners by placing an emphasis on teaching excellence and scholarly inquiry. Service to community, profession, college, and department are expected. Georgetown College embraces diversity and encourages women and individuals from underrepresented groups to apply. Screening will begin October 15, 2011 and will continue until the position is filled. Send letter of application, vita, unofficial transcripts, evidence of teaching effectiveness, statement of teaching philosophy, and three letters of recommendation to: Dr. Rosemary Allen, Provost, Georgetown College, 400 East College Street, Georgetown, KY 40324

Qualified candidates should have a Ph.D. or expect to receive the Ph.D. by August 1, 2012. ABD candidates near completion will be considered.

Luther College

Assistant Professor of Communication Studies, tenure-eligible.

QUALIFICATIONS: Ph.D.(ABD considered). The successful candidate should demonstrate a commitment to teaching excellence and to maintaining an active scholarly agenda.

RESPONSIBILITIES: Full-time teaching load of 6 courses including Interpersonal Communication, Intercultural Communication, Organizational Communication, Communication Theories, electives that complement existing offerings, as well as contributions to the interdisciplinary programs of the college. Additional information about Luther College is available at www.luther.edu.

Review of applications begins September 15, 2011 and continues until position is filled. All correspondence, including letter of application, curriculum vitae, evidence of teaching excellence, syllabi, three letters of recommendation, and official graduate and undergraduate transcripts, should be sent to: Dr. Kimberly Powell, Search Committee Chair, Department of Communication Studies, Luther College, 700 College Drive, Decorah, Iowa 52101, Telephone: 319/387-1362, Fax: 319-387-1336, E-mail: powellki@luther.edu.

McKendree University

Assistant Professor of Speech/Organizational Communication

McKendree University seeks applications for a full-time, tenure-track Assistant Professor of Speech/Organizational Communication to begin Fall 2012.

Minimum Requirements: Ph.D. in Communication Studies or Speech and college-level teaching experience.

Responsibilities will include teaching organizational communication, training and development, and freedom of speech. Ability to teach communication ethics is a plus. May have opportunity to develop additional courses in area of expertise.

Send letter of application, curriculum vitae, statement of teaching philosophy, and three current letters of recommendation with contact information referencing position COMM69 to Shirley A. Rentz at HR@McKendree.edu.

Applications are due by November 15th and will be reviewed until the position is filled.

Minorities and members of underrepresented groups are encouraged to apply. McKendree University is an EEO/ADA employer.

Missouri State University

Assistant Professor

The Department of Communication at Missouri State University, in Springfield, Missouri, seeks applications and nominations for an Assistant Professor of Communication, tenure eligible, beginning August 2012.

Required Qualifications

Ph.D. or equivalent in Communication or related field; ABD considered with completion of degree by December 31, 2012; evidence of potential for significant scholarship and teaching effectiveness in applied communication; ability to participate in graduate teaching, advising, and online/blended instruction. Applicants should have demonstrated teaching expertise in quantitative methods and research and teaching expertise in two or more of the following: conflict, social justice, health, and communication campaigns.

Duties

Teaching, scholarship, and service (including student advisement) to the university in relation to one's field of expertise.

Missouri State University is an equal opportunity/affirmative action employer. We encourage applications from women, minorities, and all interested and qualified people. Missouri State University is committed to building a culturally diverse educational environment. Applicants are requested to include in their cover letter information about how they will further this goal.

Consideration of applications begins November 30, 2011 and continues until position is filled. Employment will require a criminal background check at University Expense. Send a letter of application, vitae, copies of transcripts, three letters of reference, and supporting materials (e.g., samples of scholarship, evidence of teaching excellence) to: Dr. Randy Dillon, Acting Department Head, Department of Communication, Missouri State University, 901 South National Avenue, Springfield, MO 65897

Nevada State College

Assistant Professor of Digital Humanities

Nevada State College is a new, rapidly growing four-year college located in metropolitan Las Vegas. We seek excellent teacher/scholars to work alongside dedicated faculty in a highly collegial, interdisciplinary environment. Faculty in the Liberal Arts & Sciences work in a new, state-of-the-art facility that features 'smart' classrooms and a world-class Finance Center.

Nevada State College invites applications for a tenure track Assistant Professor in the Digital Humanities to begin fall 2012 (required: a Ph.D. in a Humanities or Social Science-related field such as Film Studies, English, or Communication by August 2012). The preferred candidate will be a humanities-based scholar able to teach courses in media studies and media production, focusing on topics in visual arts, visual culture, and digital technology.

For complete details regarding this position, please visit the academic jobs posting at <https://nscjobs.com>. Review of applications begins October 2011 and will continue until filled.

Montclair State University

Assistant Professor in Multi-Platform Journalism

The Dept of Communication Studies at Montclair State University invites applications for the position of Asst. Professor in Multi-Platform Journalism. The successful candidate will teach undergrad and grad courses, pursue an innovative research program and applied projects consistent with University priorities, participate in curricular development focused primarily on multi-platform news writing and production for MSU's new School of Communication and Media Arts. Applicants whose work intersects with other core strengths in communication, info technology, and media studies are encouraged to apply. To apply, send: Letter of application addressing qualifications, research agenda, and goals, vitae, three letters of recommendation, and transcript copy to: Dr. Harry W. Haines, Chair, Dept Comm. Studies (V-F2) Montclair State University, Life Hall 050, Montclair, NJ 07043. All applications must be received before Dec 1, 2011.

Qualifications: Ph.D. in communication, journalism, or related field (or equivalent professional experience); evidence of teaching excellence, a strong record indicating commitment to research, scholarship, and service. Salary: commensurate with qualifications. Start Date: Sept. 1, 2012.

Northeastern Illinois University

Assistant Professor in Applied Theatre

The Department of Communication, Media and Theatre at Northeastern Illinois University invites applicants for an entry-level, tenure-track Assistant Professor position in applied Theatre, to begin Fall 2012. M.F.A. or Ph.D. in Theatre or related field required. Candidates whose interests and/or expertise are interdisciplinary are encouraged to apply.

We seek a theatre generalist with applied and theoretical expertise to teach a range of theatre courses, to collaborate with technical/artistic staff, and to direct Main stage and Children's Theatre productions. Successful candidates must have the ability to teach freshman and sophomore-level theatre courses (such as Introduction to Theatre), advanced theatre courses, and graduate courses (such as Theatre Management). Successful candidates will develop courses that make important technical, theoretical and/or artistic connections, and that extend the Department's interest in exploring Theatre in a global context and goal of preparing students to meet workforce demands. Production/directing experience is required. Interest and ability to advise graduate student projects desirable.

Please submit a letter of application, transcript, curriculum vitae (including production experience) with current e-mail address, statement of teaching philosophy, and three letters of reference (at least one addressing teaching effectiveness and one addressing production experience) 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, 2011 and continue until position is filled.

AA/EOE

Saint Vincent College

Asst. Professor of Communication

Saint Vincent College, Latrobe, PA is accepting applications for FT, tenure track, assistant professor position to begin Aug. 2012. Faculty expected to perform on-going research and scholarly activity, with assistance in the form of summer faculty grants and course releases. SVC Faculty advise undergraduate students, and offer service to the department, college and discipline.

We seek candidates with general expertise in media and rhetorical studies. Course development in the areas of online journalism, social media, writing for media, and media/society topics is expected as well as new course offerings based on scholarly expertise. To expand our association with the Fred Rogers Center for Early Learning & Children's Media, located on our campus, applicants with research and teaching interests in children's media will have an opportunity to offer course(s) commensurate with expertise. Research and teaching interests inspired by philosophy of communication and/or media ecology approaches are of particular interest to our Department. Ph.D. in Communication/closely related field in hand by Aug.2012. ABD's considered. Application deadline: Nov. 30, 2011

Candidates with a liberal arts background and those who seek to integrate the fruits of the Catholic intellectual tradition with their teaching and/or scholarship are encouraged to apply. Saint Vincent College is a Catholic, Benedictine liberal arts and sciences college of 1700 undergraduate/200 graduate students. It is located thirty-five miles east of Pittsburgh, Pennsylvania in a pleasant suburban/rural environment.

Position requires incumbent to be able to fully embrace the unique mission and identity of the College as a Catholic, Benedictine liberal arts institution. Saint Vincent College is committed to diversity and encourages applications from all qualified candidates. EOE. To apply send a letter of application which includes teaching philosophy, CV, graduate transcript, evidence of teaching effectiveness, and three letters of reference to: HR Director Saint Vincent College/300 Fraser Purchase Road/Latrobe, PA/15650-2690 Electronic submissions preferred: employment@email.stvincent.edu Visit us at NCA job fair in New Orleans. Background checks performed on all new faculty, staff and adjunct positions. Employment is conditional upon satisfactory background checks and clearances.

Southern Illinois University Edwardsville

Assistant Professor – Organizational Communication

The Department of Speech Communication at Southern Illinois University Edwardsville seeks a tenure track assistant professor in organizational communication for Fall 2012 appointment.

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

Candidates should have practical and teaching experience in organizational communication (with secondary interest in communication consulting, interviewing, and small group communication). Undergraduate courses will include introduction to organizational communication, research methods, organizational communication theories and application; and graduate courses include seminar in organization culture and communication 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. Salary is commensurate with credentials, qualifications and experience. Application review begins November 15, 2011 (we hope to meet with some candidates at the NCA convention) and continues until filled.

Southern Illinois University Edwardsville has approximately 16,000 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. Wai Hsien Cheah, Search Committee Chair
Department of Speech Communication
Box 1772B
Southern Illinois University Edwardsville
Edwardsville, IL 62026-1772

The College of Wooster

Communication - Three-Year Visiting Assistant Professor

COMMUNICATION: Three-Year visiting position beginning Fall 2012. Assistant professor, specializing in quantitative approaches to health communication. Responsibilities include advising junior and senior thesis projects in the College's nationally recognized Independent Study program. Position also entails teaching courses such as Introduction to Communication Studies, Quantitative Research Methods, Communication Theory, Public Speaking, and a course in the area of health communication to be developed by the candidate, as well as periodically teaching in the College's First-Year Seminar program and the writing intensive courses within the department. Some background in organizational and/or small group communication desired, but not required. Ph.D. Required (ABD considered).

The College is an independent liberal arts institution with a commitment to excellence in undergraduate education. The College wishes to ensure that the search identifies qualified women or minority candidates. Applicants belonging to these groups are encouraged to identify themselves if they wish. AA/EOE.

Applicant review begins 11/01/11 and will continue until the position is filled. Send: vita, application letter, three letters of recommendation, teaching evaluations, official graduate transcripts, and evidence of scholarly research and teaching excellence to: Michelle Johnson, Chair, Dept. of Communication, The College of Wooster, Wooster, OH 44691.

The Ohio State University, School of Communication

Assistant Professor, Strategic Communication and/or Advertising

The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of strategic communication and/or advertising. In addition to a focus on strategic communication, candidates may have an interest in a particular context area that intersects with our School's current strengths including, but not limited to: health/risk, politics, entertainment, intergroup communication, or communication technology.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching.

Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching.

Deadline for full consideration for this position is November 18, 2011. Interested candidates should send a cover letter, curriculum vita, at least one published research sample, evidence of successful collegiate teaching, and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at jobs.comm@osu.edu. Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

The OSU campus is strategically located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. It is a friendly city with a high quality of life. The area offers a wide range of affordable housing, many cultural and recreational opportunities, and a strong economy based on government as well as service, transportation and technology-based industries. Columbus has consistently been rated as one of the Top U.S. cities for quality of life. Additional information about the Columbus area is available at <http://www.columbus.org>.

The Ohio State University, School of Communication

Open Rank, Mass Communication

The School of Communication at The Ohio State University invites applicants for an open rank position in the area of mass communication. In addition to a focus on mass communication technologies, candidates may have a particular interest in a context area or population.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching.

Candidates must have a Ph.D. degree in communication or related social science or be

ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching. Applicants for tenured positions must have both a strong publication record reflecting theoretically-driven interests and a national reputation for high-quality research. A record of external funding is also highly desirable for applicants for tenured positions.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching. Applicants for tenured positions must have both a strong publication record reflecting theoretically-driven interests and a national reputation for high-quality research. A record of external funding is also highly desirable for applicants for tenured positions.

Deadline for full consideration for this position is November 18, 2011. Interested candidates should send a cover letter, curriculum vita, evidence of successful collegiate teaching, and the names of three references. Untenured applicants should also send at least one published article and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at jobs.comm@osu.edu. Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

The OSU campus is strategically located in Columbus, the capital city of Ohio. Columbus has consistently been rated as one of the Top U.S. cities for quality of life. Additional information about the Columbus area is available at <http://www.columbus.org>.

University of Michigan-Dearborn

Assistant Professor of Public Communication and Culture Studies

Assistant Professor of Public Communication and Culture Studies. Full time (6 courses per year), tenure track assistant professor with a specialization in public relations and social media, effective 9/1/12.

Specialization in public relations with an emphasis in social media applications for professional and advocacy settings. Demonstrated achievement in conducting and publishing research on social media in any of a variety of contexts, for example, global PR, non-profit PR, health communication,

environmental communication, and/or risk and crisis communication.

Experience in teaching public relations required. Experience in teaching social media theory and skills highly desirable. Knowledge of social media applications in public relations context essential.

In addition to the teaching duties, the candidate will be expected to engage in program and course development relevant to areas such as the newly formed certificate program in public relations. Ph. D. from a recognized university communications doctorate program in hand by 9/1/2012.

For full consideration, submit letter of application, CV, unofficial transcripts, samples of recent scholarly work, and three letters of reference by November 15, 2011 to Chair, PCCS Search Committee, Department of Language, Culture and Communication, 3016 CB, University of Michigan-Dearborn, 4901 Evergreen Road, Dearborn, MI 48128.

The University of Michigan-Dearborn is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment and strongly encourages applications from minorities and women. The University is an equal opportunity/affirmative action employer.

University of Oklahoma *Assistant Professor*

The Department of Communication at the University of Oklahoma invites applications from teachers/scholars whose interests intersect two of the following three areas within the department: health communication, organizational communication, or communication technology. Appointment begins in August 2012 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 have potential to 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 18 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. Department members collaborate with faculty, residents, and graduate students at the Norman campus, the Health Science Center in Oklahoma City, and the School of Community Medicine in Tulsa.

Norman 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 November 5, 2011 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. Elaine Hsieh, Search Committee Chair, Department of Communication, University of Oklahoma, 610 Elm Avenue, Room 101, Norman, OK 73019; Department phone: (405) 325-3154; FAX: (405) 325-7625; E-mail ehsieh@ou.edu. Informal inquiries are invited and welcome.

University of Oklahoma *Assistant Professor*

The Department of Communication at the University of Oklahoma invites applications from teachers/scholars in intercultural communication whose interest may intersect organizational or international contexts. Appointment begins in August 2012 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 have potential to 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 18 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. Department members collaborate with faculty, residents, and graduate students at the Norman campus, the Health Science Center in Oklahoma City, and the School of Community Medicine in Tulsa.

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 November 22, 2011 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. Young Y. Kim, Search Committee Chair, Department of Communication, University of Oklahoma, 610 Elm Avenue, Room 101, Norman, OK 73019-2081; Department phone: (405) 325-1578; FAX: (405) 325-7625; E-mail youngkim@ou.edu. Informal inquiries are invited and welcome.

University of Pittsburgh at Greensburg *Assistant Professor of Communication*

COMMUNICATION: Assistant Professor, tenure-track position to begin Fall 2012. The ideal candidate will specialize in media studies and be prepared to teach undergraduate courses in new media, rhetoric, and public speaking. The ability to offer additional courses in digital video production would be a plus. Qualifications include a PhD in Communication, superior teaching ability, and scholarly potential. Pitt-Greensburg values candidates with a strong commitment to undergraduate education and to diversity as part of the educational experience. Preliminary interviews will be scheduled for the NCA convention in New Orleans. Application deadline is January 6, 2012. Send a letter of application, vita, graduate transcripts, evidence of teaching effectiveness, and three letters of recommendation to: Dr. John Prellwitz, Communication Search, University of Pittsburgh at Greensburg, 150 Finoli Drive, Greensburg, PA 15601. AA/EOE.

University of Texas at Austin *Assistant Professor*

University of Texas at Austin, Communication Studies Department seeks Tenure-Track Faculty in Organizational Communication and Technology. Go to http://facultyjobs.utexas.edu/potential/view_job.cfm?jobID=1825 for posting details for UT Job ID: 11091400001AA/EOE

Applicants must have a strong record of teaching, a willingness to teach large undergraduate sections, published scholarship in organizational communication, a demonstrated ability to actively pursue external funding, and Ph.D. in hand preferred.

University of Wisconsin-Whitewater *Tenure-Track in Communication*

The Department of Communication at the University of Wisconsin-Whitewater is seeking candidates for a full-time Communication Generalist position beginning Fall, 2012.

The ideal candidate will have academic preparation and at least two years experience teaching

communication courses at the college level. The ideal candidate will have the ability to teach theoretical and skill-based communication courses which should include several of the following: Introduction to Human Communication (the basic course), Cross Cultural Communication, Public Speaking, Persuasion, Gender Communication, Communication Theory, and courses in our new Corporate and Health Communication emphasis. Teaching graduate classes and overseeing graduate students' capstone projects is expected. Ability to oversee graduate teaching assistants in the basic course is preferred. Experience with classroom technology and online delivery is desirable. Evidence of scholarly activity preferred. Ph.D. in Communication or a closely related field is required for tenure-track appointment. ABDs will also be considered for a non-tenure-track appointment that will convert to tenure-track upon successful completion of terminal degree. The teaching load for this position is 4-4 with occasional course releases for purposes of conducting research available.

The College of Arts and Communication serves a diverse population of students, and embraces the principles and practices of Inclusive Excellence that are reflected in the University of Wisconsin System's commitment to diversity and educational opportunity. We actively seek candidates who possess the interest and ability to work with students from diverse socio-economic, educational, and ethnic backgrounds.

How to apply: Submit a completed application packet containing: a letter of application, curriculum vitae, names and contact information of three references, graduate and undergraduate transcripts (copies will suffice until final stages of interview process) and evidence of teaching effectiveness to the following:

Dr. Raymond Baus, Chair
Search and Screen Committee
Communication Generalist Position
Department of Communication
UW-Whitewater,
800 West Main Street,
Whitewater, WI 53190.

Online applications may be sent to:

Julie Ridgeman, Academic Department Associate
ridgemaj@uww.edu

Review of applicants begins Dec. 15, 2011 and will continue until filled. Only completed application packets will be reviewed.

Western Illinois University **Assistant Professor, Communication**

Responsibilities: The individual hired will teach organizational communication and quantitative research methods to undergraduate students and will be located at the WIU- Quad Cities campus beginning August 2012. Teaching load is 3/3. Complete information on the position may be found at <http://www.wiu.edu/employment/faculty-admin.php?id=985>.

Rank and Salary: Salary is commensurate with experience and qualifications. Western Illinois University offers a competitive benefits package that includes domestic partner benefits. For full benefit information visit: <http://www.wiu.edu/hr/index/shtml#benefits>.

The Department: The successful candidate will join a Department of Communication faculty of 19 and approximately 300 undergraduate and 25 graduate (master's level) who study primarily at the Macomb campus. The candidate will be one of two full-time faculty in the department who are located in the Quad Cities, and will be responsible for teaching courses in the newly offered major on the WIU-Quad Cities campus. For more information about the department see: <http://www.wiu.edu/comm>.

Application: Applicants must submit a letter of application, curriculum vitae with a current email for correspondence, statement of teaching philosophy, evidence of teaching effectiveness, and three recent letters of reference. Apply to: Chair of the Search Committee - Quad Cities Position, Department of Communication, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390.

Review of applications will begin January 16th, 2012 and will continue until the position is filled.

AA/EO: WIU has a non-discrimination policy that includes sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, and veteran status.

West Texas A&M University **Dean**

West Texas A&M University invites inquiries, nominations, and applications for the position of Dean of the Sybil B. Harrington College of Fine Arts and Humanities.

The successful candidate will possess a recognized terminal degree in one of the disciplines within the College, which consists of the Departments of Art, Theater and Dance; English, Philosophy and Modern Languages; Music; Communication; and History. The Dean reports to the Provost/VPAA of the University and shall provide innovative, collaborative and visionary leadership; stimulate growth and quality in programs; represent views of students and faculty; develop and secure external funding; advance and improve the image of the college; and manage various administrative duties, including curricular supervision and coordination, budget preparation, supervision of faculty evaluation, expenditure approval, and student recruitment and retention. The Dean also coordinates the Sybil B. Harrington College of Fine Arts and Humanities Board of Advisors, serves as the University's representative to the regional, state, and national arts community, and will be a community builder dedicated to the fulfillment of the University's strategic plan and vision for the future.

Review of applications will begin November 15, 2011 and continue until the position is filled. The starting date is flexible, but no later than August 1, 2012. Applications should include a cover letter, a statement of teaching and leadership philosophies, a complete C.V., copies of all graduate transcripts (original transcripts will be required before an offer can be made), and complete contact information for at least five references. Please see <http://www.wtamu.edu/employment> to apply.

West Virginia University **Assistant/Associate Professor**

The Department of Communication Studies at West Virginia University invites applications for a tenure-track position at the rank of Assistant/Associate Professor beginning August 2012. Candidates must have a completed doctorate in Communication Studies or a closely related field by August 15, 2012, an active social science research program with promise for regular publication, and the ability to effectively teach large lecture classes. Anticipated areas of teaching include: CMC, organizational, instructional, strategic communication, and other areas consistent with departmental need and candidate interest. Preference will be given to individuals with potential for external research funding. Our Department offers degrees at the BA, MA, and PhD level.

WVU is a Research-High Activity university, an Affirmative Action, EEO employer and the recipient of an NSF ADVANCE award for gender equity; we offer competitive salaries and potential for summer teaching. Morgantown is located within 1 hour of Pittsburgh and 3 1/2 hours of the Washington/Baltimore area. Morgantown has been recognized as one of the most livable small cities in the U.S. There are extensive recreational opportunities, affordable housing, and a supportive environment to develop a visible and productive career.

Screening will begin November 1, 2011, continuing until the position is filled. Submit letter of application, graduate transcripts, vita, and 3 letters of reference to: Matthew M. Martin, Chair, Department of Communication Studies, PO Box 6293, Morgantown, WV 26506-6293. Direct further inquiries to Matthew Martin: MMARTIN@WVU.EDU (304) 293-3905.

Western New England University **Assistant Professor of Communication**

Western New England University invites applications for a tenure-track Assistant Professor position in the Department of Communication to begin in the Fall 2012 semester. The position is contingent upon budgetary approval. Western New England University, an institution of nearly 4000 students in Springfield, MA, offers an undergraduate degree program in communication with concentrations in media theory and production; journalism; professional communication; and public relations. Applicants must have a Ph.D. in communication or a closely related field by August 31, 2012, and have

primary expertise in one or more of the following areas preferred: public relations; business communication; journalism; and social and new media. Specific course assignments will be made depending on the department's needs. The successful candidate will be expected to teach four classes of between 20 and 25 students per semester, to demonstrate active scholarship in the field of communication, and to participate in faculty governance and other institutional service. The successful candidate will also be considered to lead the development of a M.A. program in communication with concentrations in public relations and/or journalism, with additional concentrations possible in the future.

Western New England University is a private, independent, coeducational institution founded in 1919. Located on an attractive 215-acre suburban campus in Springfield, Massachusetts, Western New England University serves 3,700 students, including 2,550 full-time undergraduate students. Undergraduate, graduate, and professional programs are offered through Colleges of Arts and Sciences, Business, Engineering, and Pharmacy, and School of Law.

Applicants should submit a letter of application, curriculum vita, teaching evaluations, and three letters of recommendation - at least two of which provide insight into the candidate's teaching

abilities - to Communication Search Committee, C/O Ms. Jody Levesque, College of Arts and Sciences, Western New England University, 1215 Wilbraham Road, Springfield, MA 01119 (jlevesque@wne.edu). Applications must be received by December 1, 2011, and the references should mail their letters of recommendation directly to the address provided above. Preliminary interviews with candidates may be held at the National Communication Association conference in November.

Western New England University is an Equal Opportunity Employer.

Associate Director for Academic and Professional Affairs

Organizational Context: National Communication Association (NCA) is the learned society for people in the communication discipline. Its mission is to advance 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 social problems. NCA's national office has a staff of fifteen and is located in Washington, D.C.

Reporting Structure: There are two Associate Directors for Academic and Professional Affairs who both report to the Executive Director and jointly supervise an Academic and Professional Affairs Associate.

Job Classification: Exempt

Essential Functions:

- Develop and implement initiatives designed to support communication scholarship
 - ◆ Maintain opportunities for productive discussion among researchers
 - ◆ Enhance educational programming for communication scholars
 - ◆ Maintain appropriate outlets for sharing communication research with scholars
- Develop and implement initiatives designed to support NCA members' broader academic and professional pursuits
 - ◆ Enhance career support for communication professionals
 - ◆ Increase support for communication administrators
- Collaborate with relevant Boards in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline
 - ◆ Provide timely and relevant information to the Boards to facilitate their agenda development including trends in higher education and national policy
 - ◆ Support Board projects as appropriate
- Collaborate with relevant committees and other volunteer leadership groups in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline
- Develop content ideas and write materials for NCA's internal communications
- Develop external relationships for the purpose of disciplinary advocacy including advocacy for disciplinary research support
- Foster external representation of the discipline to improve public understanding of communication scholarship and increase the translation of communication research for policy-making purposes
- Respond to a variety of relevant requests for assistance from NCA members
- Foster and model civil discourse and open and ethical communication

- Co-supervise the Academic and Professional Affairs Associate
- Serve as a member of the association's senior leadership team and manage additional related responsibilities as assigned by the Executive Director

Preferred Qualifications

- Ph.D. in a social science or humanities discipline required; Ph.D. in communication strongly preferred
- Established record of scholarship; Track record of receiving research grants; Experience working with quantitative and qualitative data
- Professional experience in an institution of higher education; Professional experience outside of the academy in the private, public, and/or non-profit sectors
- Project management experience; Administrative experience; Experience developing programming for an academic audience
- Ability to choose among alternatives and identify key priorities for work; Understanding of the key challenges facing NCA's members; Understanding of the kind of scalable resources that an association can provide to support a broad range of member needs
- Excellent writing, interpersonal, organizational, and leadership skills

Compensation

Salary is competitive and commensurate with experience. A full benefits package is provided to all NCA staff members.

To apply

Please submit a cover letter and CV/resume to Nancy Kidd, Ph.D., Executive Director, at nkidd@natcom.org. Review of applications will begin immediately and continue until someone has been hired.

NCA is an equal opportunity employer.





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

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Coming Soon: NCA's New Website, a Resource for Members and the Communication Discipline

To learn more about the National
Communication Association, go
to www.natcom.org or use this QR
code with your mobile device



Individual web pages
for NCA's interest groups
featuring document
postings, event calendars,
discussion forums, and blog
functions

A rotating graphical
area featuring events
and news of interest to
communication scholars

A rotating area highlighting
the latest academic and
professional resources
created by or through NCA



Expanded content and
resources in the Chairs'
Corner, Funding 101, Data
about the Discipline, and
Grants Database

An easier, streamlined
online join/renew process

A calendar of NCA and
NCA-sponsored events

Blogs and discussion
forums for NCA members to
connect and share ideas

Specialized resources and
content for audiences
interested in the
communication discipline