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spectra

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The Power of Outreach

Using Communication Research to Help At-Risk Youth

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ABOUT

spectra

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.

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

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Coming in the May Issue

Barbara Clinton, Highline Community College

The influence of Obama's community college initiative on workforce development

Edward L. Fink, University of Maryland; Marshall Scott Poole, University of Illinois; and Sabine Chai, Western Kentucky University
Results from the National Research Council's Study of Doctoral Programs

Howard Silver, Consortium of Social Science Associations
Making communication scholarship accessible to public policymakers

Phillip K. Tompkins, University of Colorado-Boulder
Using communication scholarship to mitigate homelessness

President



As I sit down to write this column, I feel honored by the privilege to voice my thoughts in this manner. It's rather intimidating and yet heady to have 800 to 900 words several times a year to speak about whatever is on my mind. And, right now, what I'm thinking about is technology—specifically how it's affecting us and our students. So, to begin...

Just after the NCA convention in San Francisco, I was talking with a few friends about the City by the Bay. Our conversation turned to movies that had been filmed in San Francisco, and one person was referencing a film with Humphrey Bogart and Lauren Bacall. We all vaguely remembered the movie, but no one could think of its name. We brainstormed for a couple of minutes, trying to jog our memories, and then someone whipped out an iPhone and we had the answer immediately. (It's "Dark Passage" if you're interested.) That kind of thing occurs frequently in my experience. While it's pleasant to know answers quickly and have information "on tap" for easy retrieval, I'm wondering what is happening to our brains in this process ("this is your brain; this is your brain on technology").

In a Spectra column, former NCA President Art Bochner said:

The university students entering our classes today don't read whole books and they have a different set of cognitive skills than students of previous generations. They like quick hits, fast movement and visual stimulation. They'd rather watch than participate. Enduring commitments and face-to-face interactions frighten many of them, and they are frustrated by staying on message, on topic or going deep.

We already have scientific evidence that technology use affects brain functioning and may even be "rewiring our brains," as Nora Volkow, director of the National Institute of Drug Abuse and one of the world's leading brain scientists, pointed out in a June 2010 New York Times article. In the same article, Adam Gazzaley, a neuroscientist at the University of California, San Francisco, said, "We are exposing our brains to an environment and asking them to do things we weren't necessarily evolved to do. We know already there are consequences."

I'm wondering if one of those consequences relates to memory. Could it be the case that our students' (and our own) capacity for memory is altered by access to technologies like instant searches on Yahoo! or Google?

Will we enter a Brave New World where the elderly have been robbed of memory by dementia and the rest of the population has surrendered memory to Bing? What does it mean for teaching and learning if the memory muscle is rendered unnecessary and atrophies from disuse? Is this a natural evolutionary process or a valid cause for concern?

I'm also thinking about another aspect of our lives on technology. I wonder what it means to us as human beings, scholars, teachers and students when we live our lives on screen. How does it affect our stress level and our sense of privacy and decorum? Moreover, how will it (or will it) change our theories and approaches to communication scholarship if privacy is not really possible and uncertainty can be reduced almost immediately even before meeting someone in person?

In 1995 (a few generations past in technological life), Sherry Turkle published a book called "Life on the Screen: Identity in the Age of the Internet." She wrote about the way people interact through role-playing games on the Internet and concluded that these experiences can help people discover a postmodern way of knowing. Further, her participants told her that RL (real life) was no more real for them than the games they played on screen. This merging, blending and bending of RL and screen life seems much more salient now than in 1995. As we careen across screens showing "reality" shows and real people appear on outlets like YouTube, it's confusing, to say the least.

I am from a generation whose parents said things like "Don't do that if you don't want to see it printed on the front page of the newspaper." In a way, it was an absurd warning. What possible newspaper would be interested in the wayward meanderings of my youthful indiscretions? Now, although parents probably do not use that particular caution anymore—and if they did, they might not invoke newspapers—it's very relevant. Students regularly post, and have others post, embarrassing and potentially dangerous images of themselves. People have their most private moments shown to an audience of unknown others—sometimes with their consent and sometimes without.

This has to mean something for us as a discipline and for us as a society. Our expertise in communication is critical now. We need to use it wisely and help our students think through the new world we inhabit.

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

I am gratified to have the honor of serving as NCA president this year. I hope to hear from you with ideas for me to muse. Contact me at lynn.turner@marquette.edu.

Lynn H. Turner, Ph.D.
NCA President



THE POWER OF OUTREACH

*Using Communication Research
to Help At-Risk Youth*

by Jody M. Roy

On a crisp October morning in 2005, my friend Frankie and I huddled in a parking lot on the outskirts of Terra Haute, Indiana, sipping convenience-store coffee and drinking in the scenery. The vibrant fall foliage evoked memories of my days as a graduate student at Indiana University (IU). While IU prepared me well for a career as an academic, nothing in my training prepared me for the emotional challenge of vicariously re-living Frankie's traumatic past to write his memoir.

By the time I met Frankie Meeink in 2004, he was a well-established anti-racism speaker on the college lecture circuit. He had founded a hate-prevention program called Harmony through Hockey that was co-sponsored by the Anti-Defamation League and the Philadelphia Flyers. The Frankie Meeink I knew was

staged a daring escape and reemerged in Springfield, Illinois, where he launched a controversial public-access television show called "The Reich." In 1993, Frankie was convicted of aggravated unlawful restraint (kidnapping) and assault with a deadly weapon; he served time in four maximum security prisons before turning 20. We visited all four of those prisons the day after our trip to the Catherine Hamilton Center.

The following May, we spent a week on the East Coast. If I was going to capture not only Frankie's life, but his voice, in the book, "Autobiography of a Recovering Skinhead," I had to experience Philadelphia as Frankie had known it. As our plane landed, Frankie warned me, "Youse ain't gonna see no Ben Franklin shit on this trip." Instead, Frankie led me to the mouth of

"It was in The Badlands that my research came full circle. We cruised the district for hours. Frankie talked me through the worst years of his addiction while I observed dealers and junkies in action."

a funny, loving and compassionate man. No matter how many times I heard him tell the story of his past, I sometimes forgot that Frankie had not always been the man I had come to admire. He reminded me of this as we headed toward the main entrance of Terra Haute's Catherine Hamilton Center that October morning. In his thick South Philly accent, Frankie asked, "So, youse ever been to a nuthouse with an escapee before?"

In October 1992, while I was settling into my first semester as an assistant professor at Ripon College, Frankie was on the run. Then 17 and the leader of a notorious neo-Nazi skinhead gang based in Philadelphia, Frankie fled warrants and wound up alone one night in a Terra Haute apartment. A 12-pack of beer opened the floodgates of his memories: the horrific acts of violence he had committed, along with the severe abuse and sustained neglect he had suffered as the child of addicts. Frankie wondered if anyone would know, or care, if he died in that derelict apartment so far away from the hell he called "home." He slit his wrist.

The next morning, Frankie awoke in a locked ward of the Catherine Hamilton Center. A few days later, he

the sewer-access pipe in which he had played as a boy; through the narrow alleys where he had battled rival gang members; to the intersection where he took up peddling LSD and Xanax after he defected from the white supremacy movement; and, finally, to The Badlands, the open-air underworld where, for a time, Frankie shot four bags of heroin a day.

It was in The Badlands that my research came full circle. We cruised the district for hours. Frankie talked me through the worst years of his addiction while I observed dealers and junkies in action. They were real-time visual aids as Frankie taught me the intricacies of how to buy, cook and shoot heroin, alien processes I needed to learn how to describe authentically and intimately in the voice of a recovering addict. Frankie's lessons that day were disturbingly fascinating. Yet, I struggled to stay focused. Every time I saw the word "Kensington" on a street sign, my mind wandered. The topic of my doctoral dissertation was the 19th-century anti-Catholic movement, and I suddenly found myself exploding into an impromptu lecture about the 1844 Kensington Riots, a three-day anti-Catholic rampage that left 13 dead.

My attention shifted from 19th-century anti-Catholicism to contemporary hate groups in the mid-1990s when the white supremacy movement began openly recruiting in cyberspace. For about five years, I studied a rhetorical machine called Resistance Records, the brain child of Eric Hawthorne,

long as one professor teaches a theory to one student, scholarship reaches out, changes the way we think and, in time, changes the way we live. But Columbine made me too impatient to wait for that process to unfold, at least on the issue of hate-motivated violence among our youth.

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a.k.a. George Burdi, the lead singer of the skinhead band RaHoWa (short for Racial Holy War). By 1995, Resistance Records was the largest distributor of white-power music in the world and also a significant producer of racist literature. Burdi helped pioneer the movement’s use of music and the internet as recruiting devices to tap young, media-savvy targets.

Three events transpired in quick succession in the late 1990s that altered the course of my career. First, I lost access to my research subject when Burdi was imprisoned and government officials effectively shut down Resistance Records. I would have mourned the derailing of my research agenda had it not been for a second event: my husband and I learned we were expecting a baby. I could not reconcile being a “mommy” and a “hate expert.” Thus, I spent nine months shopping for both baby supplies and a new, gentler research topic. Then, on April 20, 1999, Eric Harris and Dylan Klebold opened fire inside Columbine High School. I will never forget how I felt that day, a new mother cradling my infant in my arms, watching live video of other parents’ children fleeing for their lives. I knew then I had to change my research—not my topic, but rather my purpose. What could I do to help stop the hatred and violence I had been studying for more than a decade?

I fundamentally believe all scholarship has an impact on the world. So long as one person reads an article, so

To prevent hatred from claiming more lives, I have tried to make the findings of my scholarly work accessible to people battling on the front lines: parents, K-12 educators, the law enforcement community and children. The summer after the massacre at Columbine High School, I began writing “Love to Hate: America’s Obsession with Hatred and Violence” (Columbia University Press, 2002), a book driven by my scholarship, but adapted for non-academic audiences. Instead of limiting my presentations to academic conferences, I began speaking at professional meetings sponsored by the Department of Justice and the Department of Corrections. I also accepted opportunities to develop educational materials to accompany documentaries related to my work, including “Journey to a Hate-Free Millennium” (New Light Media, 2001).

In 2001, with support from colleagues, friends, family and my employer, Ripon College, I founded Students Talking About Respect, Inc. (STAR), a non-profit organization that provided schools with free access to hate-prevention programs. In 2005, STAR merged into the National Association of Students against Violence Everywhere (SAVE). The materials my colleagues and I originally developed for the STAR project are now available through SAVE to nearly a quarter-million students a year.

Dozens of experts from a variety of fields volunteered their time and talents to the STAR program. One

“expert,” Burdi, warrants special mention. Working on my driving theory that we cannot stop hatred until we truly understand its allure, in 2002 I reached out to Burdi, the one person I suspected understood that power more profoundly than almost anyone else. He stepped away from the white supremacy movement after his release from prison and, like Frankie, is a changed man. He generously shared his unique insights into the way hatred seduces young men and produced a video to help STAR raise awareness of hate-motivated violence among youth.

In the years since I recalibrated my research, my teaching has changed, too. I used to spend the first day of an introductory public speaking course trying to convince my students that speech skills would enhance their career prospects. That’s still true, of course, but I no longer mention it the first day of class. Instead, I begin each semester by asking students to reflect on two simple questions: “What do you really care about?” and “How can you use your voice right now to make a difference on that issue?” Over the next few months, they unearth their topics for specific assignments from their answers to those questions. Since making that change, my students not only have performed better on all assignments, including conventional policy speeches, but they also have been excited about and fully engaged in the learning process.



Jody Roy (standing on the left) listens as Ripon communications major Jessie Lillis (seated on left) leads a small-group discussion about college life and making the transition to college.



Shawn Karsten (right) works with Chicago high school students on college access at Ripon College.

Hoping to build on that level of engagement, my departmental colleagues and I founded the Ripon Speakers Bureau, an advanced curricular initiative that empowers students to serve as spokespeople for non-profits whose missions align with the students’ passions. Students from the Speakers Bureau have addressed national conferences of Huntington’s Disease Society of America and Students against Violence Everywhere. Two have been sourced by national news media. One advocated on behalf of a domestic violence shelter. Several have raised funds for cancer research. Most have spoken in public schools. The experience is intensely “real world.” Last September, for example, three of our students jointly delivered 14 interactive, 40-minute anti-bullying presentations over the course of three days to middle-school audiences ranging from 20 to 70 students per session. The Ripon Speakers Bureau allows students to make a difference in others’ lives while also developing advanced skill sets of their own.

For one alumnus, the impact was more profound: Shawn Karsten credits the program with saving his life. Shawn’s father was an Emmy-award-winning ESPN reporter who battled alcoholism and ultimately committed suicide. Shawn was still reeling from his father’s death when he lost two close friends, one to murder and one to a tragic accident. The grief was more than he could bear; he abused drugs and alcohol and contemplated taking his own life.

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Shawn says he began making peace with his past only after the Speakers Bureau enabled him to reach out to help others. While a student in the program, he spoke to Survivors of Suicide groups, other children of alcoholics and adult alcoholics and addicts serving court-mandated time in a rehabilitation center. He also became SAVE's official Midwest youth advocate. Now in his mid-20s, Shawn is a veteran professional speaker whose audiences include the America's Promise Alliance, Boys and Girls Clubs of America and high schools and colleges throughout the Midwest and South.

My former student has also become my new primary collaborator. Two years ago, Shawn addressed a small group of at-risk students at an impoverished Chicago-area high school. One young woman in that audience particularly touched Shawn's heart; he approached me with an idea about how we might help her and her friends. With support from both Ripon College and the SAVE program, we have since forged a partnership between Speakers Bureau and that school. Each fall, we sponsor a two-day college-access workshop for some of its students. Additionally, Ripon Speakers Bureau students and alumni now collaborate with small groups of the school's students to develop outreach materials addressing problems such as gang violence that the high schoolers hope to combat in their community.

A couple of times a month, Shawn and I prepare ourselves to work on our other current project, which involves more than 30 collaborators. In advance of each meeting, we strip ourselves of our cell phones, laptops and all other transmitting devices, as well as cash, keys and all things metal. Prominently displaying institutional identification cards on our lapels, we pass through metal detectors, guarded check points and electronic gates in a series of barbed wire fences. Then we are in the yard of a medium-security prison, walking unescorted, but under the watchful eyes in the towers, to meet with the rest of our team, a group of more than 30 inmates, most convicted of violent felonies, who have agreed to help us develop a youth violence intervention program we hope will break through to kids in crisis.

How do we get communication scholarship out into the community? There is no universal answer to that question; there are potentially as many answers as there are individual careers. Effective and sustainable outreach is born of scholars' passion to change the world with their work. My studies of the communication surrounding hatred and violence in American culture lend themselves easily and meaningfully to community outreach. I realize not all research projects make the transition so smoothly. I realize not all institutions of higher education fully value community applications of scholarship when evaluating candidates for tenure and promotion. I also realize not all scholars aspire to engage in outreach.

For those who do, I recommend beginning by asking two simple questions: "What do I really care about?" and "How can I use my voice right now to make a difference on that issue?"



Jody Roy with Frankie Meeink after their trip to The Badlands in Philadelphia where she got a first-hand look at the world of drug addiction.

Jody M. Roy, Ph.D., is a professor of communication and assistant dean of faculty at Ripon College. The recipient of more than a dozen professional awards, Roy was named Wisconsin Professor of the Year by the Carnegie Foundation/C.A.S.E. in 2005. The same year, she was one of 100 American women recognized on the annual VOICES roster for leadership through community activism. Her most recent book, "Autobiography of a Recovering Skinhead: The Frank Meeink Story" (Hawthorne, 2010), is available in bookstores nationwide.



The Problem with Publishing

by Michael Roloff



Conducting research is a core activity for professors. Many of us chose this occupation because of our love of inquiry, and university hiring, promotion and merit pay practices reinforce being an active researcher. However, as rewarding as discovery may be, the process of publishing our research findings can be punitive. Although it may be the nature of humans to share negative experiences more than positive ones, rarely do I encounter colleagues who describe publishing in purely positive terms. Instead, many describe outrageous and egregious personal experiences. These instances are so commonplace that in several Spectra columns, former NCA President Art Bochner highlighted concerns about reviewer delays and even the value of peer review.

In this article, I want to add to this conversation. Over the past four years, I have simultaneously performed five different roles that have provided me with insights into the problems associated with publishing. I have been an author, reviewer, editor, consumer and director of the NCA Publications Board. Each role highlights somewhat different concerns about publishing. Admittedly, my understanding of the roles reflects my own particular experiences, which others may not share. (I am a quantitative researcher who publishes primarily in journals.) On the other hand, colleagues who are not of my ilk have similar perceptions.

The primary interest of researchers is to have their scholarship accepted for publication after being evaluated in a professional fashion. To highlight successful publication as a goal may seem to be unduly cynical, but I know of no one who submits his or her research with the objective of being rejected. Publication is the primary goal, but failing that, submitters expect

that the review process will be conducted in a fair, competent and timely manner. Unfortunately, their expectations are sometimes violated.

In part, feelings that the review process was inadequate may be inherent to critique. A researcher typically feels a level of sting when receiving any criticism of his or her work, and attributing bias and incompetence to a critic may result. However, in some cases, reviews are indeed short, insulting and delayed. It is especially upsetting to wait a considerable time for a review that recommends rejection, contains few reasons for the decision and directly or indirectly questions one's competence as a researcher. In addition, there sometimes is wide variance among reviewers regarding what constitutes a fatal flaw in reasoning or method. Consequently, submitters find their articles rejected based on issues that seem to be forgivable or correctable.

Frustration over the review process is exacerbated by the increasing pressure to publish more scholarship within a short period of time. Doctoral students who do not amass a significant publication record in four to five years may not be able to find the kind of employment they desire. Untenured faculty members are not likely to be promoted unless they are consistently productive over their five probationary years. Even tenured full professors feel the pressure to produce if only because they often collaborate with current or former students who are concerned about employment. Reappointment, promotion and tenure (RPT) committees further

have “day jobs” that typically pay much more than journal reviewing, which most often does not pay. Should they neglect their university duties, they will suffer negative consequences. To make matters more difficult, when requests to review arrive, it is not often possible to forecast crises that will occur before the due date. As a result, although entered into with the best of intentions, responses are delayed.

At the same time, reviewers have complaints about submissions. They are willing to expend considerable energy commenting on articles that are well written

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increase the pressure when they expect the bulk of publication to be in high-impact journals, which also have lengthy review times and high rejection rates.

Because very few articles are accepted on the first round of reviews, the most realistic positive outcome is “revise and resubmit,” which, although keeping hope alive, adds more time to the process. And if a submission is ultimately rejected, submitters feel strong pressure to try again at another journal while they watch the sand drain from the top of the hourglass. It is not surprising that contributors are upset about a lengthy review process, especially when it results in rejection. Often, reviewers are blamed for the problem.

As I confessed at the outset, I have been a journal reviewer. When evaluating articles, my goal is to provide a timely recommendation to the editor about whether the article should be published and, if there is potential for publication, ways in which the article might be revised. Performing this task requires time, which increasingly is a scarce commodity. Reviewers

and interesting and can be strengthened through revision. Unfortunately, some submissions fall far short of that. Some have numerous writing problems with little attention to the appropriate style guide. Other submissions are clearly drawn from dissertations that are far too long, over-analyzed and over-justified to be published in a journal. Still others read like seminar papers rather than well-conducted research. This often results from faculty members who encourage—or even require—seminar papers to be submitted to journals for the “experience.” In other cases, the submission overlooks key literature often published in the same journal to which an article has been submitted. And, of course, reviewers sometimes receive articles they reviewed and rejected at another journal and see that the draft was not revised to address the earlier concerns. In such cases, rejection is almost a certainty.

Often the aforementioned problems take considerable time to enumerate, should not have been made in the first place and raise doubts about the submitter’s ability to adequately revise the manuscript. Rather than

furnishing a detailed and time-consuming review, some reviewers write a brief, strongly worded rejection.

Editors are supposed to oversee the process and should be able to prevent problems. As noted, I have experience as an editor, whose goal is to publish timely journals that contain articles with impact. Although there may have been a time in which editors were primarily opinion leaders who set the direction of a field, they are increasingly managers. They face firm deadlines for completing issues. Late or “thin” issues create problems with subscribers and organizations that evaluate journal impact.

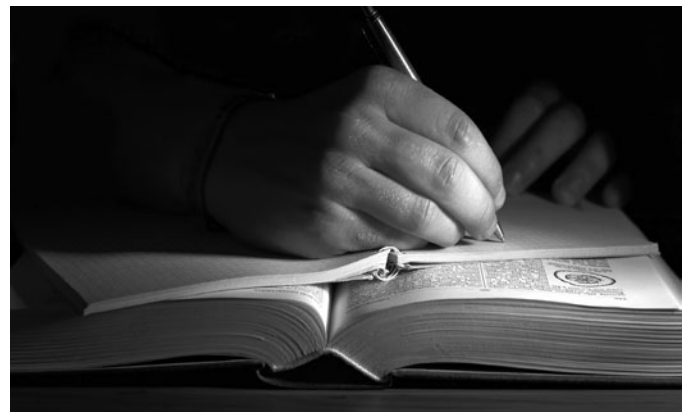
To fill issues, the editor must select reviewers for new submissions, convince reviewers to perform the review, nag reviewers to complete the review, adjudicate contradictory reviews, contact the submitter with a decision, process the evaluation of revisions, enter accepted articles into Manuscript Central (software used for processing manuscripts), monitor copyediting and handle crises. Performing these actions is increasingly difficult. Areas of research are becoming more diverse and that is why editors receive submissions far outside of their own research area and often spend considerable time trying to find the appropriate reviewers. In addition, there are many research areas that are not highly populated with researchers and those researching in the area are heavily “inbred.” This makes it difficult to find reviewers who are not affiliated with authors. And many scholars serve on multiple editorial boards, receive multiple requests to review and are not shy about declining to review a submission.

Once selected, editors have limited control over what reviewers will write. General guidelines are provided, but in the end, reviewers are free to comment on any issues they see and in whatever tone. Some editors may in their decision letter try to “soften” strong reviewer comments, while others may actually remove inflammatory criticisms. Some may request additional information from reviewers, which further delays the process. However, expediting the review process is more difficult. Reviewers are performing “unpaid

labor.” At many universities, being on an editorial board or serving as an ad hoc reviewer is expected, but such service to the profession is not heavily weighted during performance appraisal. Editors have few enticements to offer reviewers and threats to remove reviewers from the process are not likely to be effective. Replacing late reviewers means starting the process over, which further delays completion.

Some editors solicit more reviewers than needed with the goal of making a decision based on the first two or three to respond. However, in some cases, all reviewers are late, and if more reviewers respond than necessary, the editor has wasted a scarce and valuable resource. I suspect most editors know which scholars are notoriously slow in completing reviews and try to avoid working with them. On the other hand, sometimes the slowest reviewers are excellent researchers, and both editors and authors would value their comments. However, prominent scholars are extremely busy.

Of course, editors, too, have “day jobs” that can interfere with performing editorial duties. Teaching and research obligations (yes, editors still submit their research for publication) sometimes reduce their ability to monitor the review process and they fall behind. Editor stipends have increased, but remain insufficient to cover release time or editorial support. Moreover, some universities are reluctant to provide support for editing and some are charging “overhead” fees against the funds provided to support the journal. Manuscript Central helps manage the review process, but it cannot select relevant reviewers or reconcile



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widely divergent reviewer recommendations. Certainly there are enjoyable parts of the role, but editors often feel they are working two full-time jobs while being compensated and supported for only one.

Consumers of research should be relatively immune to the problems arising from the publication process. After all, they are using the end product and do not participate in its creation. However, not all readers are satisfied. To some in the profession, the journals have become less relevant and accessible. With the proliferation of independent research areas, a journal issue may contain few or possibly no articles of interest to a given reader. As research areas have become more specialized and research methods have become more sophisticated, the writing has become dense and the jargon impenetrable to anyone other than those researching in the area. Consequently, some colleagues admit to simply “shelving” each journal issue.

When serving as director of the NCA Publications Board, one gains insight into the problems I have described, as well as additional ones. During my term, the board tried to address the problem of late reviews. We met with editors to share information about ways in which the process might be expedited. In some fields, reviewers often write relatively long and detailed reviews when recommending revision of an article, yet provide relatively succinct reviews of articles for which they recommend rejection. Although providing feedback to authors is important regardless of the decision, detailed feedback that will not result in publication may unjustifiably slow the completion of the review process.

We also attempted to address concerns raised by reviewers. We noted that problematic submissions often can be identified prior to sending them out for review. Hence, we encouraged editors to conduct more pre-screening of submissions and, if necessary, engage in “desk rejections.” To help make our scholarship accessible, the Publications Board continued to support *Communication Currents*. It provides an excellent venue for disseminating our scholarship in a user-friendly manner. And we supported new journals that reflect important interest

areas within NCA. Finally, the Publications Board was very much aware of the challenges facing editors. Although we recruited excellent editors, there were few candidates and university support provided to them was shrinking. To assist editors with their workload, we increased the editor stipends.

While my observations may lead to consternation among researchers, I caution against despair. In my experience, most reviews are conducted in a professional manner. Although few submissions are accepted, most are worthy of review. Quality research is still being published. Subscriptions are stable and our journals are still valued. Moreover, many concerns are unfortunate byproducts of positive trends. Decision makers need to be informed of the results of rigorously conducted research, and it is reasonable that such research be conducted by professors who are evaluated and rewarded based on their publications. It is equally appropriate that researchers focus on a wide range of phenomena, but that a given researcher investigates a specialized issue while using rigorous methods associated with that research community. And if research is valued, consumers should be willing to expend resources to acquire it and those resources should be used to support further research.

Thus, my point is not that “the sky is falling.” Publishing is like all human endeavors; it has its flaws. My goal is to identify bad practices, legitimate concerns and constraints under which we labor to increase awareness and promote efforts to address them.

Michael E. Roloff, Ph.D., is professor of communication studies at Northwestern University. He has published in journals such as Communication Monographs, Communication Research, Human Communication Research, International Journal of Conflict Management, Journal of Language and Social Psychology, Journal of Social and Personal Relationships and Personal Relationships. He is also the senior associate editor of The International Journal of Conflict Management. He served as editor of The Communication Yearbook and currently is co-editor of Communication Research. From 2006 to 2009, he was director of the NCA Publications Board.

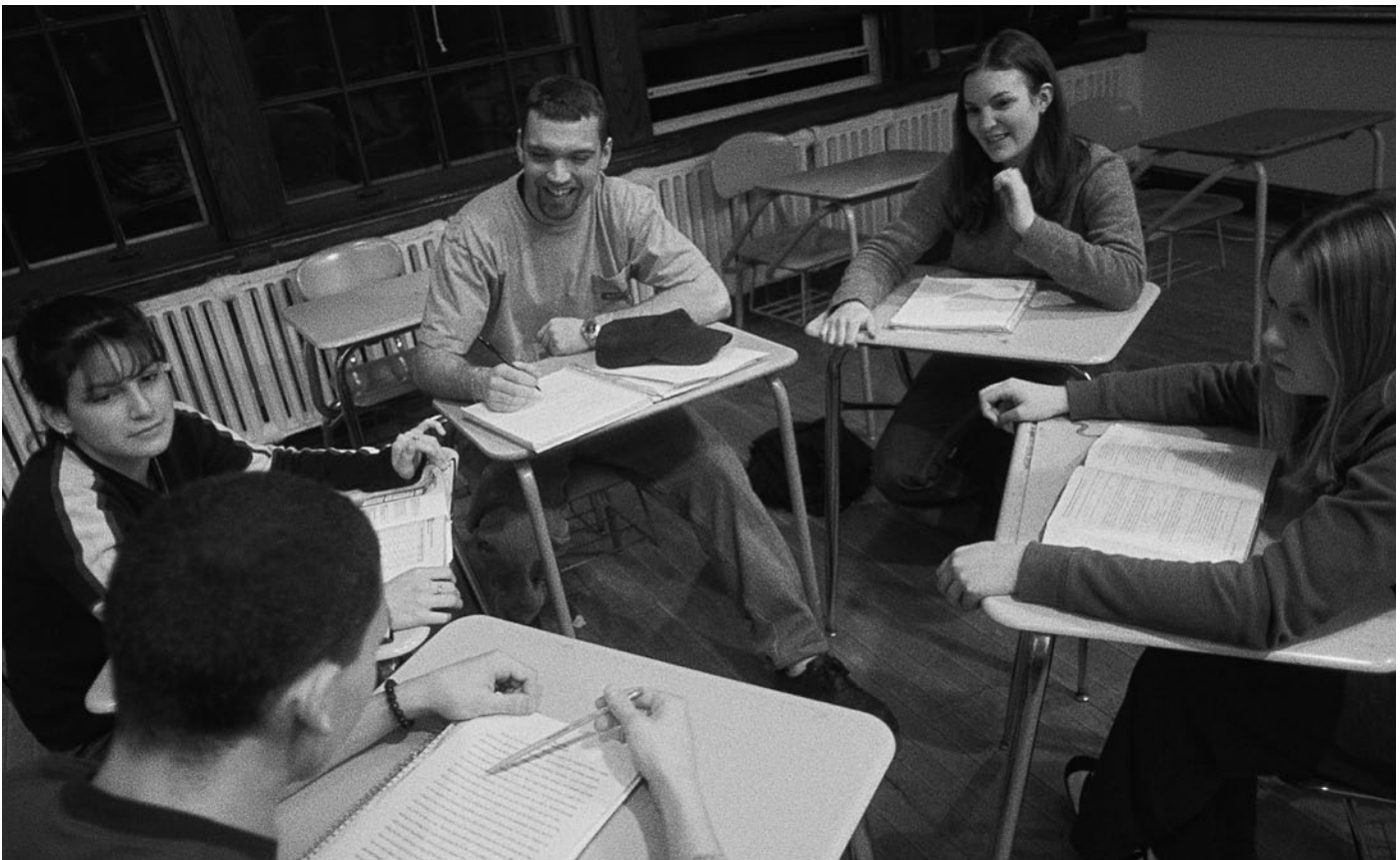
The Role of Communication Scholars in Learning Community Initiatives

by Jamey A. Piland

Communication scholars are familiar and even quite skilled at facilitating student-centered learning. With learning communities serving as a logical development and extension of student-centered learning, the academy might assume that many communication departments participate in related initiatives on their campuses. Yet the discipline is not widely represented in research or practice of learning community trends over the past 20 years. In fact, many faculty are surprised to learn that the learning community movement began more than 75 years ago. Today, more

than 500 post-secondary institutions in the United States use some form of a learning community model—cohort, linked course, residential or team teaching—on their campus, according to the Washington Center for Improving the Quality of Undergraduate Education.

Learning communities in higher education vary by design, and the depth and scope of each program is unique to the campus and student population. While most learning communities are designed for undergraduate learners, even graduate programs employ similar models. Regardless of the design, a



learning community classroom values learning that is a collaborative process of shared responsibility between faculty and students with the promise of increased retention and institutional engagement.

Two principles of the learning community model that are relevant for this discussion are that learning is enhanced in the context of community and active learning through personal engagement is a critical aspect of the education process. Learning communities enrich pedagogy for faculty and challenge, as well as empower, students to do their best work and their best thinking with the understanding that they are an integral part of the classroom process. The communication classroom offers an ideal setting for learning community models.

My first opportunity to teach a learning community came 14 years ago when I co-taught a course, with a sociology colleague, on communication, difference and deep democracy. With a strong focus on active learning and community building, the classroom setting became a vibrant exchange of ideas, a safe space for disagreement and a place where personal growth and development could occur and be integrated as part of the learning experience. All students experienced deeper learning and gained insights into the discipline by understanding the value of interaction in sustaining relationships. The learning community taught students essential skills, behavior and competencies vital to managing the larger university experience. According to my research in collaboration with Victoria Rader and Rose B. Pascarell, participation in this learning community resulted in increased attendance, engagement and academic achievement.

The current model of learning communities at my university addresses first-year students in the general education curriculum. Class enrollment is limited to 15 students. As students begin their first-semester college experience, they are placed in one learning community in a required general education course where the faculty member serves not only as their instructor, but also as their academic advisor.

Placement in learning communities is based on student academic interests or desired major. Students

are also placed in three to four additional general education course requirements, including English, math, critical reading and communication. Before the classes actually commence, learning community faculty and new students meet several times during student orientation week as one of the many activities to welcome students to all aspects of their university experience. This particular model necessitates collaboration on many levels of the university, from faculty, deans, academic affairs and student services.

While the task might seem overwhelming, the results are obvious and noteworthy. Students report feeling more comfortable within the first few weeks of school as a result of meeting with their learning community faculty members before the semester begins. Because the learning community faculty members also serve as the academic advisors, students' needs are addressed earlier and collaborative efforts across the university occur more regularly. Faculty members report a stronger sense of community in the classroom and within the institution. Students' awareness of communication relationships at all levels of the institution increase their sense of belonging in the university. Faculty reported fewer absences, increased academic achievement and a general excitement towards learning. The institution reported an increase in retention during the first semester, as well as a rise in retention rates from the fall to the spring semester.

In addition, the role of mentor and/or advisor plays a central role in students' academic experience. Because students retain their academic advisor beyond the learning community experience, students are able to sustain positive interactions with their advisor and the university.

The cohort of learning community teaching faculty meets monthly to discuss teaching strategies and challenges, student successes and ongoing program assessments. Meetings also include academic deans and student affairs professionals. The collaborative atmosphere that is developed allows for additional opportunities for co-curricular learning and engagement. Faculty increase their knowledge of direct services available to students to help them achieve success.

In addition to building community among students, faculty have more formal and informal opportunities to interact, provide feedback and support each other's teaching. Faculty who have less experience with learning communities are appreciative of the formal training and resources. Outside of formal meetings, faculty commonly meet and process the successes and failures of the day. Such communication is a welcome break from the isolation that is too often the norm for faculty in higher education.

deeper understanding among students and faculty for all areas of study in the field of communication.

In learning communities across campuses, we see a wide range of pedagogy, from large-group dialogue to small-group projects. Critical to making such models successful is the reinforcement of the methods and values of learning community processes to course concepts. Communication as a field of study is a natural "fit" for illuminating the active

“Communication faculty have the skills, training and research to create and successfully implement learning community models in their departments as part of larger campus initiatives. In addition, they can take a leadership role in the facilitation of a larger campus dialogue among various levels of the campus to create active learning processes within and across disciplines.”

The Role of Communication in Learning Communities

Cooperative learning processes are not limited to specific areas of study, as some might assume. While faculty teaching interpersonal, group or cultural communication have reliable pedagogy and research that often identifies them as appropriate choices for teaching in learning communities, many scholars in our discipline use collaborative learning models in the classroom. For example, feminist rhetorical scholars championed the process of student-centered learning decades ago. Feminist pedagogy emphasized a student-centered or de-centered classroom and student ownership of classroom projects while recognizing multiple learning styles, sanctioning collaborative learning and calling for application of theory beyond the classroom.

So, regardless of the course content, learning communities can prove valuable to students studying a variety of areas within the discipline, from rhetoric, feminism and gender; leadership and organizational communication; and health communication to mass communication, political communication and public address. In fact, learning communities can achieve

learning and the personal engagement found in learning community models. As our majors begin to articulate their breadth and depth of communication knowledge, student scholars of communication have the privilege to explore or question what factors contribute to or hinder civic engagement, personal communication and community building.

Communication faculty have the skills, training and research to create and successfully implement learning community models in their departments as part of larger campus initiatives. In addition, they can take a leadership role in the facilitation of a larger campus dialogue among various levels of the campus to create active learning processes within and across disciplines.

Communication, Learning Communities and Difference

Designing and planning a learning community model that meets the needs of the institution does require a significant amount of collaboration among academic affairs, college deans, student affairs and faculty. Of particular importance when creating a model that is based on student-centered learning is the knowledge of how such models may affect the individual student

The Role of Communication Scholars in Learning Community Initiatives

and the classroom. Because U.S. institutions of higher education pride themselves on meeting the needs of diverse student populations, learning communities must be designed for the benefit of all students involved.

As colleges and universities continue to provide much-needed access to low income, underserved and first-generation students, learning communities can often provide the necessary environment for achieving academic success. Research on underprepared students by Cathy Engstrom and Vincent Tinto (2007) shows that enrollment in a learning community had a significant impact on their academic success. Students report an increase in confidence and a stronger sense of a foundation for which to continue their education. The type and regularity of interaction with others increases students' sense of belonging to the campus community. Increased confidence with peer

interaction in the classroom correlates with increased confidence with peers outside the classroom.

Students often enter the classroom with a range of skills and comfort levels for sharing ideas. The ones who are eager to share their ideas thrive in this active learning environment. The opportunity to participate and be heard, validated and acknowledged creates more opportunity for student authorship. Yet, not every student comes equally prepared with the skills necessary for active participation in classroom dialogue. In fact, research in communication would support the premise that increased engagement may prove challenging for some students, particularly underprepared student populations. Some are not comfortable articulating their positions and/or have difficulty contributing to classroom discussion without silencing others. Active learning may be hindered by



students' abilities to negotiate interaction with other students or faculty. Therefore, faculty often must rely on strategies for creating a climate of inclusion, managing difficult dialogues and facilitating effective peer interactions—all with the goal of increased learning and academic success.

So the question becomes, how does the learning community facilitate engagement for each student in the classroom? Important strategies for addressing classroom dynamics include the articulation of personal narrative, using dyads to increase comfort for expressing ideas, forming student learning teams to map out course content and uncovering individual strengths in facilitating group projects.

The telling of an individual's story through personal narrative is a powerful tool for establishing one's voice and the formation of personal identity. A student's background, ethnicity, economic status, sexual orientation, gender, ability and geographic roots underscore the importance of heterogeneity and de-emphasize homogeneity as the only goal for building community.

Putting students in dyads or small groups to discuss course content or reflect on communication processes decreases the hesitancy to share ideas in the larger classroom. Students talk with each other, "practice" their answers, usually receive feedback and hopefully are better able to contribute more effectively in the classroom. This is particularly important in a learning community where so much is dependent on active student engagement.

A less intimidating approach to discussing course content and a widely used practice is the creation of student learning teams. The experience enhances students' knowledge of their own communication skills and their ability to articulate course content. Students report more positive group outcomes when they are able to identify fundamental dynamics of group processes.

These practices resonate in a diverse classroom, offering students several opportunities to give voice to their ideas. As a result, students develop stronger

peer relationships, interaction with every student in the classroom is encouraged and the basis for building community among difference is realized.

The learning community and the methods described above decrease the isolation that students—particularly new students—often feel in the classroom. One could argue that the same holds true for faculty.

Teaching a learning community is often a very organic process. After much planning, collaborating and refining the model to match the student population, the mission of the institution and the learning outcomes of your course, there is still no guarantee that at the end of the day you will succeed with every student. It takes courage on the part of a faculty member to participate in a process that, in effect, encourages uncertainty. Being honest with your students when particular dialogues do not go well and having them be a part of this discussion is collaborative learning.

Faculty share the responsibility for creating the learning, which means that the teacher is sometimes the student. In this process, we ultimately acknowledge and empower students to see themselves in leadership roles. And we are gratified at the results. When faculty and students create a collaborative climate of interaction, then self-efficacy, empowerment and agency become more attainable for everyone.

Jamey A. Piland, Ph.D., is an associate professor of communication and chair of the Women's Studies Program at Trinity Washington University in Washington, D.C. Her current work and training explore the impact of race, class, gender and sexual orientation on communication in personal and organizational contexts. Her particular pedagogical practice incorporates identity exploration with the goal of intentionally enhancing community in the classroom. As a trained mediator, she is actively involved in various forms of dispute resolution and non-violent alternatives to conflict.

Making a Difference by Working for Uncle Sam

by Tim McManus

Each day, the work of the federal government touches our lives in many ways—from inspection of the milk in our morning coffee to safety and environmental standards for the cars we drive.

As the federal government faces growing public demand to address issues from energy to health care, coupled with projections that it will require nearly 500,000 new workers by 2012, there is growing need for the country's top talent at the federal level.

Students don't necessarily need a political science degree to land a federal job. With the government's broad mission, jobs and internships are available in practically every interest and skill area, including communication, in all 50 states and around the world. There are also plenty of opportunities outside of communication fields for students to put their skills to use.

What Opportunities Are Available?

To be effective, every organization must be skilled at communicating its purpose, goals and accomplishments in a meaningful and persuasive way. This is even more important when the organization is accountable to the American public, as federal agencies are. Through work in public affairs, telecommunications, writing and editing, federal employees ensure that the government's work is properly conveyed to the public.

Here are some examples of the work communication professionals perform in the federal government:

- Public affairs specialists at the Federal Bureau of Investigation (FBI) respond to requests for information from the media and the public; prepare and disseminate national news releases that reflect the official position of the agency; participate in briefing news media



representatives on the agency's programs and activities; prepare internal communications; and assist senior staff with breaking news issues.

- Writers and editors at the U.S. Department of Treasury's Alcohol and Tobacco Tax and Trade Bureau plan, design and oversee development of publications that communicate the agency's policies or promote programs and activities of public interest across the nation; develop reports for testimony to Congress; and design and produce reports on major programs for the public, the academic community and industry experts.
- Internal communication specialists at the U.S. Department of Justice plan, prepare and review methods for releasing key information to employees and other audiences; develop plans, strategies and solutions for communication issues; establish toolkits and templates to ensure important messages are cascaded effectively throughout the agency; develop internal governance, policies and guidelines; and measure the effectiveness of internal communication strategies.

- Visual information specialists at the U.S. Department of Health and Human Services develop visual content for presentations and other communication media; plan the technical details and produce aesthetically composed visual products for print or electronic dissemination; and assist with exhibit displays.

Jobs in the communication arena are likely to “broaden and provide more opportunities” for job seekers, according to Leni Uddyback-Fortson, regional director of public affairs for the U.S. Department of Labor’s Philadelphia Region. “The impact that social media is having on the federal government and society as a whole will lead to a more expansive role for communicators in the future,” she says.

The federal government also looks for many of the skills and abilities that communication majors possess—analytical and writing skills, research background, creative thinking and problem-solving abilities—for other positions in environmental protection, civil rights, personnel and contracting.

Why Work For Uncle Sam?

While the federal government is projected to hire hundreds of thousands of workers in the next few years, the reason to consider federal employment goes well beyond the availability of jobs. For

LEADING COMMUNICATION FIELDS IN THE FEDERAL GOVERNMENT	
Field	Number of Positions
Telecommunications	6,113
Public Affairs	5,434
General Arts and Information	3,684
Visual Information	1,809
Writing and Editing	1,347
Audiovisual Production	1,200
Technical Writing and Editing	1,158

(SOURCE: U.S. OFFICE OF PERSONNEL MANAGEMENT)

FEDERAL AGENCIES EMPLOYING THE MOST COMMUNICATION MAJORS

Department/Agency	Number of Positions
Department of Defense	9,077
Department of Agriculture	1,696
Department of Health and Human Services	1,602
Department of Veterans Affairs	1,443
Department of the Interior	1,184
Broadcasting Board of Governors	1,171
Department of Justice	1,018
Department of Homeland Security	964
Smithsonian Institution	533
Department of the Treasury	509

(SOURCE: U.S. OFFICE OF PERSONNEL MANAGEMENT)

many, the opportunity to make a difference is what attracts them to federal service. Federal employees can make a positive difference in the lives of Americans and play a vital role in addressing challenging and pressing national issues.

“The government offers you an opportunity to work for an organization with a clear purpose,” says Uddyback-Fortson. “Being involved in work that had a purpose, where I was able to make a difference and have the opportunity to use the skills that I had developed were very attractive. I found early on that my work needed to have intrinsic value, particularly because I was working as a communicator. It was important that I was communicating for something that I was in line with and believed in.”

Uddyback-Fortson recalls that one of her most memorable experiences in government was when she launched a public education campaign for Latino workers in Philadelphia. “A disproportionate number of Latino workers were being killed on the job,” she says. “We wanted to do something about it. We wanted to make sure members of the

Making a Difference by Working for Uncle Sam

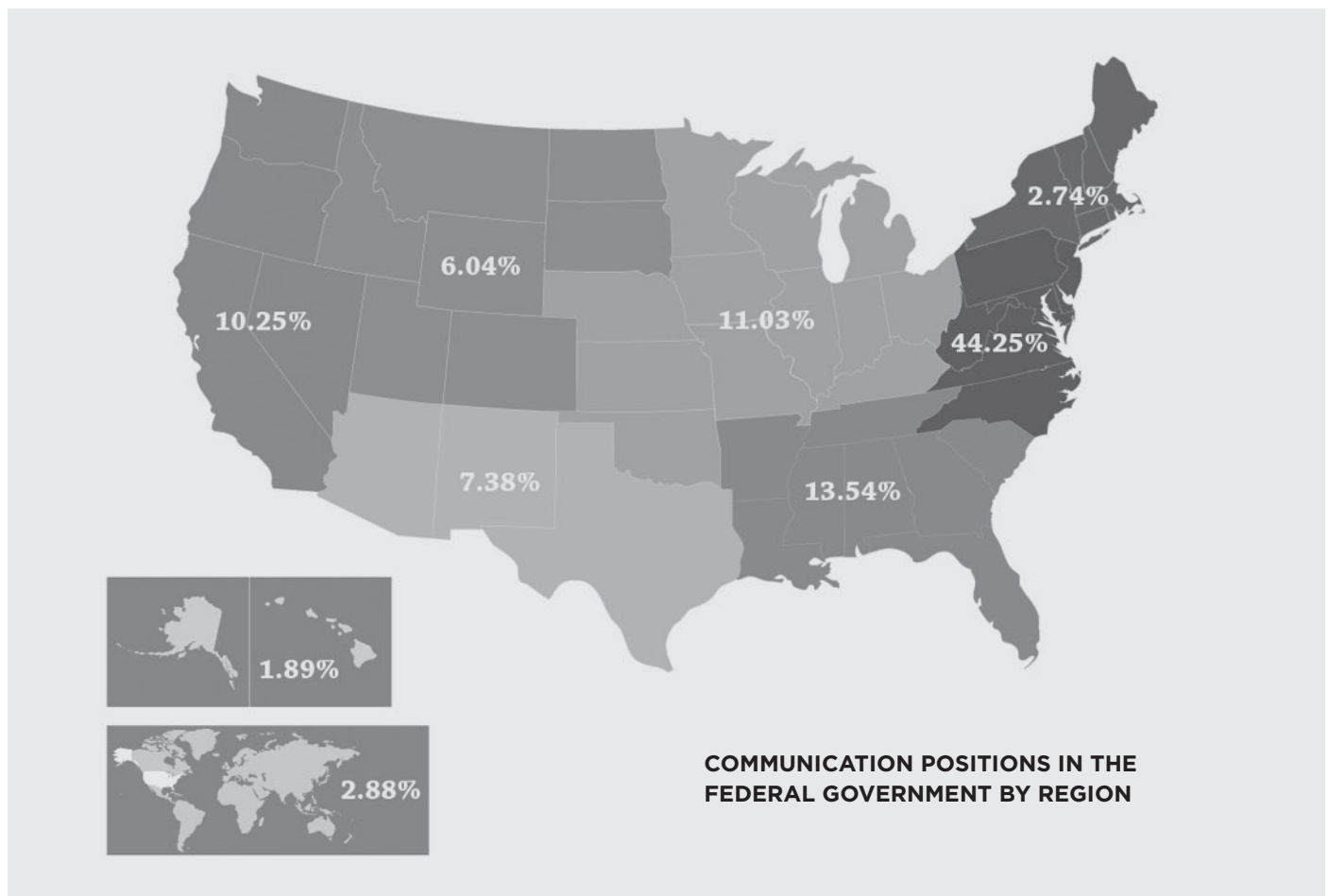
Latino community knew about the Department of Labor and what they were entitled to—proper wages and a safe and healthy work environment.”

Because of the variety and complexity of issues many federal agencies address, tremendous opportunities often exist to develop a broad understanding of a range of issues. “One day I am talking about safety and health issues, the next pensions and benefits or child labor regulations,” Uddyback-Fortson notes. “Working in communication, I have an opportunity to learn about the whole agency and its work.”

Since most federal agencies have offices located throughout the country, job seekers can stay close to home or go to a part of the country where they have always wanted to live. Contrary to popular belief, working for the federal government doesn't

always mean moving to Washington, D.C. About 30 percent of all federal jobs are located in the Mid-Atlantic region and only 16 percent are located in the metropolitan Washington, D.C. area. That means that 84 percent of federal jobs can be found throughout the country. Looking to go global? Nearly 50,000 federal employees also work abroad. While the distribution of communication jobs in the federal government is less pronounced, the majority are still found outside the Mid-Atlantic region.

Almost all federal agencies provide training and professional development—sometimes extensive—to help employees perform their job and develop skills needed for advancement. Professional development opportunities may include on-the-job training, classroom training or participation in relevant conferences. In many government jobs, the level of



responsibility increases more quickly and scope of work is much bigger than in private industry. Some agencies even pay for relevant graduate courses or may pick up the tab to help employees pursue an advanced degree.

For those who already have student loans to repay, federal agencies have the authority to provide up to \$10,000 in loan repayment assistance per year. In exchange, employees must commit to working for the federal government for three years for each year they accept the loan repayment.

Moreover, the federal government provides a host of excellent benefits to foster a high quality of life. These include comprehensive health and retirement plans, generous vacation and holiday leave and opportunities for flexible work arrangements.

Finding and Applying for a Federal Job

Navigating the federal hiring process has been a frustrating and often futile experience for many job seekers. Acknowledging the hiring system is antiquated and broken, the White House unveiled a series of reforms in May 2010 that call for streamlining the process, providing job applicants with more timely reviews and responses, giving hiring managers greater flexibility to hire the best talent and using shorter, plain-language job announcements.

“The federal government must recruit and hire highly qualified employees, and public service should be a career of choice for the most talented Americans,” said President Obama in a statement announcing the reforms.

The federal government has already redesigned its primary job website, USAJOBS.gov, and plans to eliminate the essay-style questions describing applicants’ knowledge, skills and abilities (KSAs) during the first step of the application process in favor of a resume and cover letter format used in the private sector, or completion of a simple, straightforward application. The essays have long been viewed as an impediment, serving to discourage talented private-sector employees not well-versed in the language of the government bureaucracy.

WEBSITES FOR FEDERAL JOB SEEKERS

USAJOBS.gov: This is the federal government’s official job seeker website, which was completely redesigned in 2010.

Individual agency websites: Agencies are not required to post internship positions on USAJOBS.gov, so internship seekers should visit individual employment pages to find these announcements.

Wherethejobsare.org: This website outlines federal hiring projections for mission-critical positions in government through 2012.

Makingthedifference.org: Job seekers will find a number of resources for finding and applying for federal opportunities, including tips for building a federal resume and navigating the security clearance process.

In addition to checking USAJOBS.gov, Uddyback-Fortson encourages job seekers to “be aware of what’s going on with agencies of interest—follow the news and look at the president’s agenda to determine which agencies interest you most and are potential places to work. Also get as much writing experience as possible and make sure your editing skills are top notch.”

Tim McManus is the vice president for education and outreach at the Partnership for Public Service in Washington, D.C. The organization works to create a dynamic federal government by inspiring a new generation of public servants. Prior to joining the Partnership, McManus served as director of marketing for the Corporation for National and Community Service, the federal agency that administers Senior Corps, AmeriCorps and Learn and Serve America. He was responsible for the development and implementation of national marketing, recruitment and outreach strategies to engage Americans of all ages and backgrounds in public service. McManus also spent 17 years in the nonprofit sector.

Job Advertisements

Bridgewater State University

Assistant Professor of Journalism

Department of Communication Studies at Bridgewater State University seeks excellent candidates for a full-time tenure-track position of Assistant Professor of Journalism to join a faculty that is committed to excellence in teaching, advising, and student learning. The successful applicant will teach and develop undergraduate courses in journalism, new social media in a multi-platform environment, and media technologies for an emerging area of study within a growing Communication Studies department. Possible responsibilities include teaching courses in media writing, reporting, investigative reporting, sport writing, communication theories, and the integration of new technologies into diverse media areas. In addition, the ideal candidate would teach courses contributing toward the college's Core Curriculum, including First or Second Year Seminars, as well as participating in departmental activities such as program review, curriculum development, and advising and mentoring students.

Required Minimum Qualifications:

Ph.D. within the communication discipline by August 15, 2011 and knowledge of writing for media, journalism, communication theories and convergent technologies are required. In addition, the successful candidate must have teaching experience at the college level, a scholarly agenda, a demonstrated commitment to excellence in teaching, advising, and working in a multicultural environment that fosters diversity, the ability to use technology effectively in teaching and learning, and a commitment to public higher education.

Preferred Qualifications:

Prior or current experience in the field of journalism and/or new social media and established scholarly record are preferred. Special Instructions to Applicants: In addition to a letter of application and a curriculum vitae, please submit:

- Statement indicating teaching philosophy
- Samples of scholarly writing (e. g., published articles or reports, convention papers.)
- Salary: Based upon qualifications

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.

Coastal Carolina University

Assistant Professor of Communication - Journalism/ Health Communication

The Department of Communication and Journalism at Coastal Carolina University invites applications for a tenure-track position as Assistant Professor of Communication- Journalism/ Health Communication. The Department seeks a teacher/scholar with broad training to develop and teach courses in interactive journalism and health communication. Teaching assignments may include evening/weekend courses. The appointment will be effective August 16, 2011. The Department of Communication and Journalism has focused its strategic initiatives in 4 areas of specialization: Communication Studies, Health Communication, Interactive Journalism, and Public Relations/ Integrated Communication. We seek a colleague with research and teaching interests in Health Communication and one of our other areas of specialization. Candidates with

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research interests focusing on message strategies are particularly welcome. The Department of Communication and Journalism is one of Coastal Carolina University's newest and fastest growing programs with over 470 majors. Our faculty are committed to excellence in teaching, research, and the integration of leading edge ideas, technologies, and developments within the disciplines of Communication and Journalism. Coastal Carolina University is a public mid-sized, comprehensive liberal arts-oriented institution. Coastal Carolina University is located in Conway, South Carolina, just nine miles from the Atlantic coastal resort of Myrtle Beach, one of the fastest-growing metropolitan areas in the nation. It has an enrollment of 8,500 students and will have continued growth for the next several years. Coastal Carolina University is a part of the South Carolina system of public education and has close ties with its founders, the Horry County Higher Education Commission. Candidates should submit a letter of application (outlining interest in the position, qualifications, and approach to teaching), a current CV, a list of five references, and transcripts of all graduate work (copies are acceptable at this time) electronically at: <http://jobs.coastal.edu>. Review of applications will continue until position is filled. Coastal Carolina University is building a culturally diverse faculty and strongly encourages applications from women and minority candidates. CCU is an EO/AA employer.

A Ph.D. in Communication, Mass Communication/Journalism or a closely related field is required. A record that indicates the potential for scholarly success and a demonstrated interest in institutional service are also required.

Elmhurst College

Assistant/Associate Professor of Communication Studies & Program Director of Organizational Leadership & Communication

The Department of Communication Arts and Sciences invites applications for a permanent, non-tenure track assistant/associate professor to teach adult-accelerated communication courses and direct an adult-accelerated, evening program focused on organizational leadership and communication to begin July 2011, pending budgetary approval. Responsibilities: primary point of contact, routine administration to include budget, faculty recruiting and departmental meetings. Develop curriculum, evaluate program effectiveness, provide input and review necessary print/visual materials, report program progress to Chair and Dean, works with other departments to expand program enrollment, teach 4-5 classes per year, advise students and other duties as assigned.

Doctoral degree in Communication or a related field strongly preferred, demonstrated expertise in program design and implementation, evidence of teaching effectiveness and experience in higher education administration desirable. To apply send letter of application, vitae, graduate transcripts,

sample syllabi, evidence of teaching effectiveness and three current letters of recommendation to contact below. Applications must be received by 3/15/11 for consideration. Inquiries may be directed to Dr. Courtney Miller, Elmhurst College, an equal opportunity employer, seeks candidates with demonstrated ability to contribute positively to a multicultural campus community.

Marist College

Director of Forensics

The School of Communication and the Arts at Marist College invites applications for a Director of Forensics at the rank of Lecturer with a teaching load of 2/2 to begin Fall 2011. Marist College is building an NFA-based intercollegiate forensics team and the Director will support the team with demonstrable administrative, coaching, program development, and recruiting accomplishments.

Master's degree in Communication or closely-related field required. Proven experience in Lincoln Douglas Debate (intercollegiate high school LD is not relevant experience) and individual events required. The ideal candidate must demonstrate teaching effectiveness in one or more of the following areas: Public Relations, Organizational Communication, Sports Communication, Communication, Advertising, and/or Journalism.

Marist College is a highly selective, independent, liberal arts institution located in the historic Hudson River Valley of New York. Marist has been recognized for excellence by U.S. News & World Report, The Princeton Review, Kiplinger's Personal Finance, Entrepreneur Magazine, and Barron's Best Buys in College Education, and is noted for its leadership in the use of technology to enhance the teaching and learning process.

To learn more or to apply, please visit <https://jobs.marist.edu>. Only online applications are accepted.

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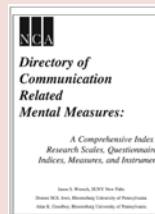
NCA's Latest Publications

A Communication Assessment Primer

Phil Backlund and Gay Wakefield, Editors

A Communication Assessment Primer is an excellent resource for any department

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



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

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

The Directory of Communication Related Mental Measures features over 500 mental measures that have been published in communication journals, this volume is an important resource for communication scholars including graduate students, applied researchers, communication instructors, and seasoned investigators. Divided into 27 chapters that cover a wide range of mental measures in various communication contexts and featuring a comprehensive index, this collection brings together available mental measures published in peer-reviewed academic journals in a singular volume.

Available at www.ncastore.com

Spectra Job Advertising Guidelines

Deadline for May Issue: March 31

Deadline for September Issue: July 31

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

NCA accepts Visa, Mastercard, Discover, and purchase orders. To submit a graphic ad, visit www.natcom.org. 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.

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

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

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

Each of the e-newsletters is described briefly below.

NCA Convention Newsletter

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

NCA Insider

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



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

See the 2010–11 schedule and register for calls:
www.natcom.org/cardcalls

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

Learn more about the Virtual Faculty Lounge:
www.natcom.org/VFL



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

Learn more about the Chairs' Corner:
www.natcom.org/chairscorner

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

Learn more about NCA's Funding 101 initiative:
www.natcom.org/funding101

NCA News and Member Notes

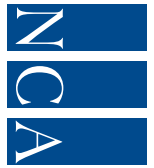
This is similar to the News and Notes section that formerly was in Spectra. It focuses on Member Notes, including awards, quotes or appearances in the news media, memorials, transitions (e.g., promotions and appointments), new books and miscellaneous items of interest. In addition, these messages include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

NCA Special Announcements

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

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



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