

spectra

A PUBLICATION OF THE NATIONAL COMMUNICATION ASSOCIATION



WIKIPEDIA EDUCATION

Teaching students to teach
the world. **PAGE 6**

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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 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:

- Ronald Arnett, Duquesne University
- Teresa Bergman, University of the Pacific
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We thank the advisory board for its contribution.

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STORY IDEAS AND FEEDBACK

We welcome suggestions for future content. Please contact us at spectra@natcom.org.

ADVERTISING IN SPECTRA

For information about placing an advertisement in *Spectra*, please go to www.natcom.org/advertising.

COVER ART

Tim Kaminski is an MFA student at the Savannah College of Art and Design. He created the cover illustration in SCAD's "Illustration for Publication" class, in which students gain professional experience by creating illustrations for magazines. Fellow student Nick Sadek's illustration for "Negotiating IRBs" is on page 20. See more of their work at www.timkaminski.com and www.sadekart.com.



MESSAGE FROM THE PRESIDENT

Pride, Appreciation — And a Touch of Concern

As I sit in my office overlooking the Boston Common, I'm reminded of its historical value. From protest movements (feminist revolution) to protest speakers (Rev. Martin Luther King Jr.), this powerful location is an apt backdrop as I consider this past year as NCA president.

First, let me get this out of the way: I am not protesting in this column! Rather, I am considering three personal themes that I think are germane as this year winds down: pride, appreciation, and just a tad of concern.

Nearly three decades after attending my first national convention, I feel as though I have the same "awe" that accompanied me to the Chicago Palmer House many years ago. I am so proud of so much related to our organization and our discipline! NCA is solvent, robust, and brimming with members who do their best—both in and out of the classroom. The *Princeton Review* continues to identify "Communication" as a Top 10 major on college campuses. And, despite the unbelievable economic downturn across this country, our students emerged more creative, resourceful, and enthusiastic. (Yes, I do know they need a lot more work on their writing!) So my pride in leading this organization remains palpable.

My tenure as president also has afforded me an opportunity to be appreciative of not only our members, but also those who serve our members. NCA's National Office team has positioned our organization—indeed, the communication discipline—in ways never envisioned. While the office continues to be an important resource for every one of us, it also has evolved into much more. It has become an engaged national model for relationship building with organizations such as the National Academies and the First Amendment Center at the Newseum. The staff remains exemplary in understanding what we—scholars, teachers, practitioners—do. For those of you who know me well, you know that my standards for people "delivering" are quite high. We are hitting all the high notes with a national staff that is responsive, open, and acutely aware of ways to promote NCA and our membership.

Overall, then, serving as president has resulted in much pride and gratitude. Still, I continue to believe some issues remain that demand our attention. In previous columns, I identified a few

areas that NCA might tackle (e.g., journals that centralize social justice, re-envisioning the basic course, etc.). Right now, however, as an association, we need to grapple with two issues that have percolated over the nearly nine terms that I have served on the Executive Committee:

Leadership: Next year, I will chair the Committee on Committees, which is tasked with finding members to serve on various committees in our organization. Working with the committee members, I hope to have every possible slot filled. That is usually not the case. We need to reach out to those of you who may never have considered serving on an awards committee or a governing board. At the very least, I wish to make it my goal to find voices in our association that may have undergone a self-imposed silence! I am interested in making sure we reach all the geographical locations where NCA members are—around the globe—to ensure that we have appropriate representation in our leadership.

Engagement: We always need to remember that this organization exists for you! This is not meant to be a cliché, but rather a reminder that you need to provide your views, perceptions, and opinions about matters that are important to you. In other words, speak up! This year, nearly five dozen of you contacted me to respond to my columns, as well as to articulate your concerns. I have, appropriately, brought several of these issues to the Executive Committee and to the various relevant units. The only way for NCA to continue its trajectory toward even greater levels of excellence is through you. I keep telling my students that the classroom is our co-created experience. The same transactional value holds true with NCA.

So, as we close out 2012, and my presidential year, I hope each of you understands the enormous sense of optimism I have about NCA. With thousands of members dedicated to ensuring that communication is understood and practiced with expertise and thoughtfulness, NCA—and the discipline—will continue to be relevant and sought after for decades to come.

Rich West, Ph.D.
NCA President

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SPOTLIGHT

DATA ABOUT THE DISCIPLINE

The data below indicate the prominence of adjunct faculty across disciplines. The number of adjunct, instructor/lecturer, and visiting communication positions advertised between 2005 and 2010 made up 17 percent of all communication faculty positions advertised, according to NCA's Analysis of Teaching Positions Advertised 2005-2010. Overall, the growth of part-time non-tenure-track faculty increased roughly 15 percent from 1975 to 2009, while the tenured/tenure track decreased roughly 20 percent (right).

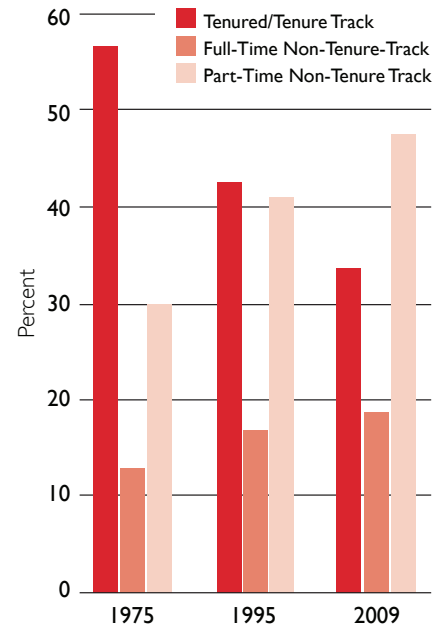
Part-time Faculty by Selected Academic Specialization

Specialization	Number	Percentage of Part-time Faculty
Business	491	4.8
Communications	321	3.1
Computer Sciences	176	1.7
Engineering	93	9.0
English Language & Literature	1678	16.4
Political Science	140	1.4
Sociology	202	2.0

Note: Percentages do not add to 100 as the full list includes 27 additional academic specializations. n=10,331

Source: Coalition on the Academic Workforce, A Portrait of Part-Time Faculty Members

The Composition of the Faculty with Instructional Roles Among Non-Profit Colleges



Source: Delphi Project: The Changing Faculty and Student Success

LETTERS TO THE EDITOR

We encourage readers to respond to *Spectra* articles through letters to the editor. Letters should be no longer than 150 words, must refer to an article that appeared in the last two issues of the magazine, and must include the writer's city, state, institutional affiliation, and phone number. Letters may be edited for clarity and space. Due to space constraints, not all submitted letters will be published. We will make every effort to confer with writers about edits to their letters.

The deadline for submitting a letter to run in the March issue of *Spectra* is January 31. Please email submissions to spectra@natcom.org with the subject line "letter to the editor."



IN OUR JOURNALS

Mohan Jyoti Dutta, "Hunger as Health: Culture-Centered Interrogations of Alternative Rationalities of Health," *Communication Monographs* 79 (2012): 366-384.

Drawing upon three interconnected ethnographies conducted in several villages of West Bengal, India, Mohan Dutta, National University of Singapore, explores the alternative rationalities of health that emerge at the margins of the globe. His analysis is committed to culturally centering narratives of health as hunger, foregrounding the everyday experiences of hunger and the expressions of agency in securing access to food resources.

Michele A. Willson, "Being-Together: Thinking through Technologically Mediated Sociality and Community," *Communication & Critical/Cultural Studies* 9 (2012): 279-297.

This essay from Michele Willson, Curtin University, critiques the tendency to accentuate the individual in considerations

of increased technological mediation, as well as the tendency to understand technology instrumentally. Willson advances Jean-Luc Nancy's conceptions of "being singular plural" and his sense of the relations between singular beings and ecotechnics as an alternative.

Srividya Ramasubramanian and Sarah Kornfield, "Japanese Anime Heroines as Role Models for U.S. Youth: Wishful Identification, Parasocial Interaction, and Intercultural Entertainment Effects," *Journal of International & Intercultural Communication* 5 (2012): 189-207.

A survey of 385 U.S. youth examined the underlying processes by which U.S. fans create meaningful relationships with Japanese media characters. Drawing from this survey's findings, Ramasubramanian and Kornfield articulate theoretical implications for intercultural reception studies entertainment, as well as practical ramifications for positive female character role-modeling effects.

TEACHING

Julia T. Wood is the Lineberger Professor of Humanities and the Royster Professor of Graduate Education at the University of North Carolina at Chapel Hill. She has received numerous accolades for teaching, including the Bowman & Gordon Gray Distinguished Term Professor, the Donald Ecroyd Award for Outstanding Teaching in Higher Education, and the North Carolina Teacher of the Year Award established by the Council for Advancement and Support of Education (CASE), which is sponsored by the Carnegie Foundation. As part of an interview series available through the Virtual Faculty Lounge on the NCA website, Brad Mello, NCA associate director for academic and professional affairs, spoke with Wood



about teaching a course in gender and communication.

What is your approach to teaching Gender and Communication?

My general approach to the course is to see it as an opportunity to help students recognize how deeply gender is imbedded in their personal lives and in the culture. I think there is a lot about the way a culture works that involves making things that are quite arbitrary seem normal, and that's the case with gender. So part of the aim of the course is to help de-normalize what students have come to see as normal.

Can you share some activities that you do in class?

If you teach a course in gender and communication that is only about the syllabus and what is in the book, you are

missing all the gender that is happening around us in our lives every day, so we take the first few minutes of class ... to explore what is going on in our culture.

What do you hope your students gain from the course?

I want students to see themselves as agents who can participate in the ongoing conversation about gender. And by doing that, they become more able to recognize gender dynamics that are happening around them—good ones, bad ones, ones that are neither good nor bad but kind of interesting—and to make more informed choices about how they want to position themselves.

Listen to the entire interview and find additional teaching resources at www.natcom.org/vfl.

PUBLIC PRESENCE

NCA Convenes a Conversation on the 2012 Presidential Debates

Over 80 million Americans will watch them, thousands of journalists will cover them, and hundreds of pundits will tell us what to think about them. Political debating is the ultimate exercise of free speech and democratic deliberation in contemporary political life. Too often, the commentary about debates is only about who won, who lost, and who said the worst gaffe.

On October 1, just two days before the first 2012 presidential debate, NCA convened the panel discussion "Beyond Wins & Losses: A Citizen's Guide to the 2012 Presidential Debates." Working in partnership with the First Amendment Center at the Newseum in Washington, D.C., this 90-minute discussion brought together communication scholars and journalists to offer insight and information about how citizens can reach beyond the winning and losing commentary, the snap judgments and easy answers, about the



2012 presidential debates.

Communication scholars **J. Michael Hogan** from Penn State, **Charlton McIlwain** from New York University, and **Kathryn Olson** from the University of Wisconsin-Milwaukee joined journalists **Annie Groer** (a 1988 presidential debate panelist) and **Sander Vanocur** (the last surviving

participant in the 1960 presidential debates) for a lively and interactive discussion from the Knight TV Studio at the Newseum. The event was webcast and broadcast live on C-SPAN.

Watch a video of the event at www.natcom.org/DebateEvent.

BRINGING WIKIPEDIA INTO YOUR CLASSROOM BY CHOICE

The Wikipedia Education Program

By LiAnna Davis

Admit it: You use Wikipedia. Just about every professor does. As an employee of the Wikimedia Foundation, the nonprofit organization that runs Wikipedia, I've heard the stories. At an academic conference, one woman approached me furtively, double-checked to make sure her department chair wasn't around, and confessed, "I use Wikipedia to prepare for all my lectures."

Not everyone hides it. Another professor told me he brings Wikipedia up on the projector in front of students to check dates or other facts during class.

Over the last few years, more and more professors are starting to embrace Wikipedia, previously a scourge of scholars. In 2010, the Wikimedia Foundation started the Wikipedia Education Program, an initiative designed to support professors who want to use Wikipedia as a teaching tool in their classrooms. This year, the National Communication Association is joining other discipline-focused organizations with large-scale initiatives aimed at improving Wikipedia content through class-based activities.

Wikipedia exists in 285 languages and features 23 million articles. An active community of more than 80,000 volunteer editors around the world adds new content and reviews content others have submitted. The English Wikipedia, if printed without images, takes up more than 1,600 volumes of a printed encyclopedia. It's the fifth most popular site in the world, according

to ComScore—behind only Google, Microsoft, Facebook, and Yahoo.

Wikipedia's popularity means it is the site people all over the world see when they research topics, including communication studies. Let's take "rhetorical criticism" as an example. Rhetorical criticism is a cornerstone of the discipline, and an article on the topic has existed on Wikipedia since 2004. But as I write this in August 2012, the content is thin and lacks sufficient citations—what Wikipedians call a "stub" article.

That's where the NCA Wikipedia Initiative (www.natcom.org/wikipedia) comes in. The idea is that many of the articles related to communication studies—like "rhetorical criticism"—are either non-existent or need significant improvement. And who better to fix those articles than the students who are studying the topics?

Pioneering professors have been assigning their students to write Wikipedia articles for many years. The first professors who had a lot of success with the assignment tended to be Wikipedia editors themselves who understood the technical challenges and Wikipedia policies enough to help students figure out the best ways to contribute.

In 2010, the Wikimedia Foundation set out to create a program to provide assistance to professors who were interested in using Wikipedia as a teaching tool but didn't have the time or desire to learn everything about Wikipedia. The pilot program was a major success. Students around the United States improved the quality of articles

on Wikipedia through assistance from trained Wikipedia ambassadors, who helped students learn the basics of editing. Ambassadors are available to help students in class or in computer lab sessions on campus, and a special class of ambassadors who are Wikipedia experts are available online to help with the more challenging questions.

Now the program has expanded to more than 15 countries around the world, with more joining each term. In the United States and Canada, academic associations have started encouraging Wikipedia's use in classrooms, with the American Psychological Society and the American Sociology Association both running similar initiatives to the NCA Wikipedia Initiative. More than 3,500 students have edited Wikipedia as a class assignment as part of the Wikipedia Education Program, and they've improved more than 6,000 articles on Wikipedia. In two years, the students have added the equivalent of 20,000 printed pages of content to Wikipedia—the equivalent of 40 reams of paper.

Think of all the reams of paper you've received from students in your classes. What if all that work went to furthering information available about your discipline on the most used reference on the Internet? It's a rare, but incredible, opportunity for students to have work that they do for their university course work become meaningful in the real world.

In fall 2010, Patrick Friedel was a first-year master's student in Arab Studies at Georgetown University. For his introductory course, he was assigned to improve an article on the English Wikipedia about a subject important to the Arab world. Patrick had lived in Egypt for two years, so he was familiar with then-President Hosni Mubarak's ruling National Democratic Party (NDP). But he was surprised to discover that the article on Wikipedia about the NDP wasn't

very good. He chose to improve it for his assignment. Over the course of a month, Patrick completely overhauled the article.

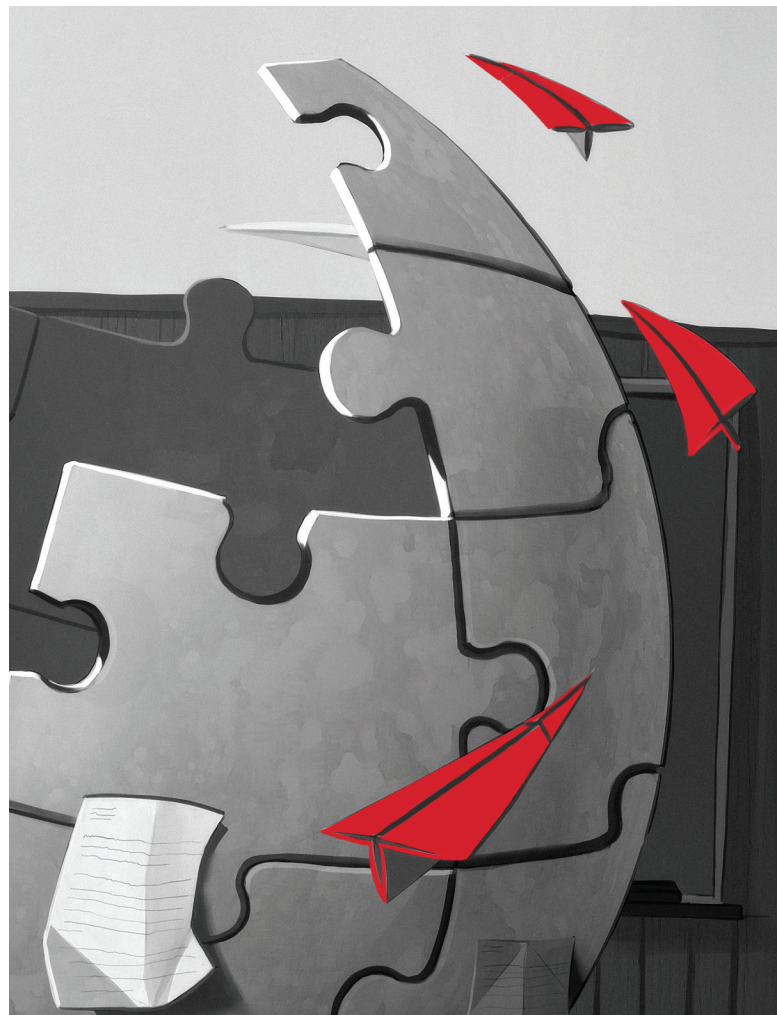
"The previous NDP article provided precious little historical data on the party, as well as no context for the environment in which the party operated. Both, in my opinion, were crucial to fully understanding the NDP," Patrick said. "In writing the article, I learned a great deal about the leadership, government, and corruption in modern Egypt, and how single-party politics had been so successful at stifling democratic reforms."

The article had been getting about 100 views a day for months, but everything changed in January 2011—after Patrick's course had ended—and

the Arab Spring revolutions reached Egypt. Suddenly, people around the world were searching the Internet for information on President Mubarak's party, and thousands of them landed on the article Patrick had recently rewritten.

"As the revolution continued over the weeks, thousands continued to visit the article each day," Patrick said. "I truly felt like I had contributed something meaningful—a resource for understanding the roots of the revolution. Additionally, the article was well cited, therefore assisting interested readers in researching the subject more thoroughly."

Despite the fact that his course was technically over, Patrick continued to work on the article as events unfolded



TIM KAMINSKI

in Egypt. Other editors worked with him on the article, even challenging some of his writing. Patrick engaged on the article's talk page with other editors, debating the merits of various sections and facts included in the article.

"Not only were we learning how to contribute effectively to the Wikipedia community, skills that I believe are transferable outside the classroom, but our articles were being presented to a community outside our immediate academic circle," he added. "Typically, we write for ourselves and our professors. Writing for Wikipedia means that anyone can consume our research, which is exhilarating. One of my peers likened it to being peer-reviewed by thousands of people."

Patrick's story highlights many of the key learning objectives students get out of Wikipedia assignments. There are many different ways to craft a Wikipedia assignment based on the learning objectives you want to meet. Several assignments given by professors around the world are chronicled at <http://education.wikimedia.org/casestudies>, but I'll focus here on the assignment to write a Wikipedia article, by far the most common among professors participating in the Wikipedia Education Program.

Patrick's Georgetown professor, Rochelle Davis, asked her students to write a Wikipedia article midway through the term, then use that work as the literature review section of a longer analytical paper.

"As an instructor with over 10 years of teaching experience, I would evaluate these final papers as some of the best academic papers I have received from students (especially at the undergraduate level), in large part, I believe, because they took the time to learn their subject through researching and writing the Wikipedia article and then could (and did) craft a well-argued and well-supported academic

paper," Professor Davis wrote in "Assigning Students to Edit Wikipedia: Four Case Studies," a paper recently published in the *E-Learning and Digital Media* journal.

Professors who have used Wikipedia assignments generally use the assignment to meet five key learning objectives: (1) writing skills development, (2) media and information literacy, (3) critical thinking and research skills, (4) collaboration, and (5) technical skills.

"One of my peers likened it to being peer-reviewed by thousands of people."

As Patrick Friedel's story indicated, there are a number of facets of writing skills development that Wikipedia assignments offer. Writing for the global audience of Wikipedia readership is very different from writing solely for a professor. And the revisions that other editors made to Patrick's work helped him to build collaborative writing skills, a key differentiator in today's job market or for any students interested in pursuing a career in academia. Writing for an encyclopedia is also a very different skill than writing analytical papers, and the fact-based rather than the persuasive writing style is a skill few students develop in university curriculum. Wikipedia's verifiability and sourcing policies force students to cite nearly every line, rather than padding their work with unsubstantiated sentences.

Media literacy is something that has become increasingly important for today's students. One of the best ways to get your students to stop citing Wikipedia in their papers is to force them to actually write an article. They learn how Wikipedia works, they start seeing the citations at the

bottom of the article, and they get a better feel for both the production and consumption of knowledge online.

Students like Patrick who start with an article that has some information, but not that much, are ideally positioned to gain critical thinking and research skills. Writing for Wikipedia forces them to look at a text and identify what is missing. Then they need to evaluate the sources available to fill in that missing information to determine which are the most reliable; Wikipedia's sourcing policy favors academic journals and newspapers over blogs, social media, and YouTube videos.

Collaboration is more than just collaborative writing; it's also working with other editors online whom you've never met before. Wikipedia has a number of peer review procedures, and advanced students are encouraged to submit their articles to these processes. But they need to be prepared to work with the editors who offer suggestions and ask questions about their work, as Patrick did when editors questioned some facets of his work on the National Democratic Party of Egypt article.

Finally, the technical skills students learn from using the MediaWiki software are important for their future job prospects. Many top employers use the same software underlying Wikipedia for internal wikis that contain company policies and documentation. When these students enter the job market, they'll need to know how to edit wikis; having experience with Wikipedia is a good way to acquire those skills. Students also learn valuable lessons on communicating online with people they've never met before.

Many professors choose to assign their students to edit Wikipedia because it meets learning objectives important for today's academic and industry marketplace. And, as Patrick's story indicates, Wikipedia articles are never done, which means motivated

students continue learning and contributing after the term is over.

It's not just professors who see the Wikipedia assignment as meeting core learning objectives. In a spring 2012 survey of students participating in the Wikipedia Education Program in the United States and Canada, 90 percent of students said they agreed or strongly agreed with the statement "doing a Wikipedia assignment was a beneficial experience." The results showed 63 percent of students preferred Wikipedia assignments to traditional papers, 22 percent of students said they liked them equally, and only 15 percent of students indicated they would prefer a more traditional assignment. Many students find it to be one of the most challenging assignments they receive at college, but they also find it the most rewarding.

"I was very pleased overall with the Wikipedia assignment instead of writing another dull paper," said Georgetown University undergraduate Adrian Bien. "I'd rather spend 30 hours putting work into a project that will be available for public consumption upon its completion than putting 10 hours into a project that gets graded, returned, and then either thrown out or forsaken and forgotten. Turning in a paper and getting it back with a letter on it is far less rewarding than submitting an article onto one of the world's most renowned knowledge bases for all to see. It makes putting all those hours of work into a project seem far more relevant and practical."

Many students freely admit that they're proud of the work they do on Wikipedia—so proud, in fact, that they email a link to their parents. When students are working on Wikipedia, the assignment becomes more than just a rote activity en route to a degree; it becomes something fun, something useful, and something students want others to know about. The idea that people might actually read or

use their work makes them care about the assignment much more than they would otherwise.

The NCA Wikipedia Initiative kicked off this fall, with a call for communication studies professors to use Wikipedia as a pedagogical tool in their classrooms. Three professors who have participated in the Wikipedia Education Program—Adel Iskandar of Georgetown University, Patricia Fancher of Clemson University, and Lori Britt of James Madison University—will be joining me during a workshop at the NCA 98th Annual Convention this year, where we will explain the basics of how to use Wikipedia in your classroom. You can also find more information about the Wikipedia Education Program at education.wikimedia.org.

Through the NCA Wikipedia Initiative, I hope to see the quality of information available about communication studies topics improve on Wikipedia. Maybe I've even inspired you to try your hand at editing. I'll keep an eye on that rhetorical criticism article to see if it improves. ■



LiAnna Davis is the communications manager for the Wikimedia Foundation's Wikipedia Education Program.

She joined the foundation in 2010 as part of the Public Policy Initiative team. Her background includes online advocacy and communications work for nonprofit organizations.



NCA 98th Annual Convention

Celebrate COMMunity

Orlando, Florida • November 15 – 18, 2012

Teaching with Wikipedia:
Building an On-line COMMUNITY
of Scholars
Saturday, November 17, 2012
2 p.m. – 3:15 p.m.



Wikipedia can be an important resource for students and teachers, yet navigating the site may seem cumbersome or confusing. This

workshop, with special guest LiAnna Davis from the Wikimedia Foundation, will help alleviate the mystery of Wikipedia by demonstrating how to use wiki research projects to engage students through NCA's Wikipedia Initiative. This initiative will provide an additional pedagogical tool for NCA members to improve students' research and technology skills while improving wiki content about various communication topics.

LEVERAGING THE COLLECTIVE GENIUS OF COMMUNICATION

Innovation and Entrepreneurship at Colleges and Universities

By Dan O’Hair

“We are going to have to innovate our way out of this thing and our great research universities will have to lead the way.”

—Eric Schmidt, CEO of Google,
commenting on the Great Recession

The higher education community has always played a critical role in helping to create—and sustain—the American Dream. But this role is changing. Global competition and information technology have supplanted the bedrock stability of the “old” economy with an ever-changing landscape of shifting sand in the “new” economy. Imparting knowledge is no longer sufficient. Educators now have to inculcate flexibility and resilience—not only to our students but to the academy at large. Navigation in this environment requires more than a map: It compels an entrepreneurial attitude that can adapt to moving or missing landmarks. Because our response to these challenges needs to be transdisciplinary, the communications community is uniquely positioned to leverage its strengths in this new reality.

Changes in our economy and our society are redefining how we create economic opportunity and build successful enterprises and are compelling critical examinations of how we pursue economic development. Given the importance of young high-growth firms for wage and job growth, it is vital for states, communities, and universities to leverage their assets effectively toward the development of entrepreneurs, the creation of startups, and the sustainment of high-growth enterprises.

The role that universities play in economic development has received substantial attention in recent years. As government budgets tighten, policymakers—as well as taxpayers—increasingly expect a positive return on investment from scarce public resources. Serious concerns have been raised about the ability or willingness of American research universities to push their research findings out into the marketplace.

Modern universities must continue doing what they have done well for decades—and do more of it. To be sure, concepts of innovation and entrepreneurship are becoming part of the conversation as universities grapple with their identities. Stakeholders of the university must find new pathways to unleash the enormous potential hidden behind its walls. This potential—manifested through teaching, service, and research—is seldom fully realized because of arcane cultural values, poorly designed reward systems, miscommunication, and—most tragically—benign neglect.

Our responsibilities are heightened as we welcome the so-called Millennials into our colleges and universities. These eager and high-spirited educational partners come to us with a different mindset, keen on results over process, impatient with mediocrity, and technologically savvy. We must create an innovative space for their exuberance and accommodate their needs through an entrepreneurial spirit.

Mary Sue Coleman, chair of the National Advisory Council on Innovation and Entrepreneurship and president of the University of Michigan, argues that the higher education



COURTESY OF UK INET

High School I-Academy students are mentored by University of Kentucky students participating in the local business accelerator summer program at Awesome Inc. in downtown Lexington.

community should develop a national program to identify, recognize, and celebrate exemplars of “economically engaged” universities. This program should:

- Raise awareness about the importance of higher education and economic engagement in driving regional and national economic growth;
- Assist with the creation of organizational assessment tools and measurement criteria that capture the full range of our impact; and
- Educate higher education leaders about the practices of best-in-class institutions.

One model for moving toward an entrepreneurial culture is creating innovation and entrepreneurship centers. When done well, these centers provide universities with benefits that far exceed the costs of startup and sustainability.

Entrepreneurship centers can serve as the hub of a heightened mix of talent, ideas, and energy, creating intellectual synergies that would otherwise remain unrealized. Students benefit from the intellectual stimulation and the practical skills that are developed in such programs. Faculty enjoy opportunities to move their research into latter stage invention and innovation that establish conditions for commercializing their work. Alumni, local community members, and other stakeholders take advantage of relationships and networks created by an open flow of knowledge from faculty and students benefiting society and the marketplace.

To accomplish our goals, we need storytellers. We must tell the innovation story—the entrepreneurial potential of the university—and we must do a better job of telling it to ourselves, thereby creating a culture

where ideas are embraced for their entrepreneurial potential. We need to foster better communication on our campuses. In particular, we must identify ways to bring disparate groups together.

The process of entrepreneurship is frequently described as a linear process involving engineering, medical, or technology disciplines becoming entwined with technology transfer offices. But this linear model fails to appreciate the innovative potential of the university as a whole. We should promote entrepreneurial thinking and transform it into a transdisciplinary enterprise that includes not only scientists, but communication scholars, humanists, and artists. The most exciting ventures often lie at the intersection of disciplines. Interdisciplinary approaches embody the notion that multiple players are necessary to create true innovation—where the

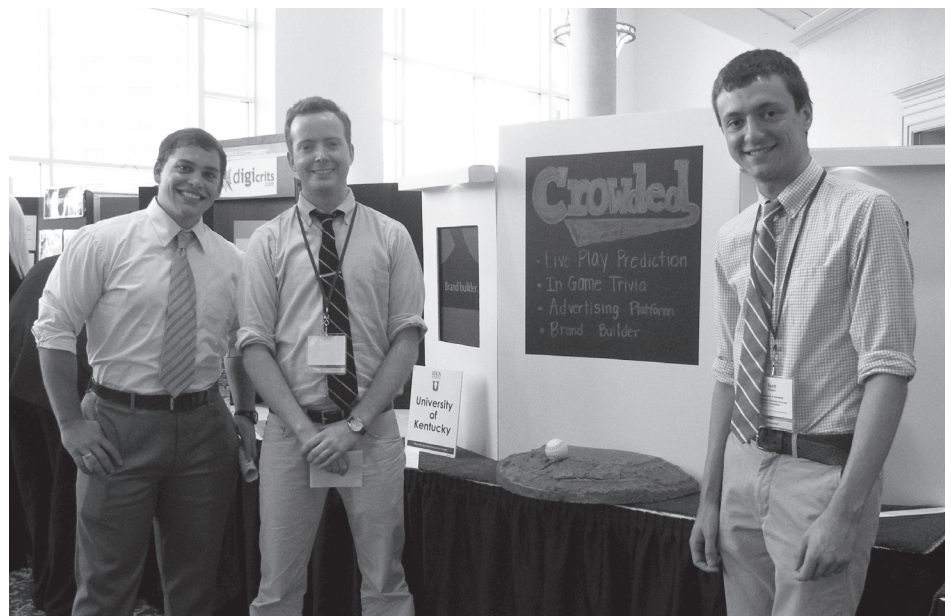
whole is greater than the sum of its parts. By engaging unique individuals in common purpose, we can catalyze ideas from different philosophies and practices.

University-wide programs are difficult to start and even more challenging to sustain. Beyond the allocation of scarce resources, interdisciplinary programs can suffer from the insidious effects of territoriality, discipline-promoting silos, and overcommitted faculty. Nevertheless, approaching innovation and entrepreneurship from an interdisciplinary perspective offers the chance to provide a meaningful educational experience for students and to create spaces for faculty to engage one another across disciplinary lines.

At the University of Kentucky, we've created iNET, the Innovative Network for Entrepreneurial Thinking. This network is bringing together diverse disciplines, local entrepreneurs, and community stakeholders. It is opening the lines of communication and telling the innovation story through a series of venues designed to encourage students to engage each other across disciplines. It is the beginning of what we hope will create an entrepreneurial culture at our university.

Twelve academic colleges and nine administrative leadership units at the University of Kentucky forged partnerships to create iNET as a university-wide initiative. The network leverages their strengths and professional networks, creating substantial opportunities that have been, to this point, unrealized. In addition, it takes advantage of a university environment that is an inviting and nurturing space to explore theoretical and pragmatic innovation challenges. Specific strengths include:

- An uninhibited enthusiasm for assuming national leadership in community-based research;
- A critical mass of active faculty in



COURTESY OF UK INET

Anthony Antonicello, Evan Leach, and Scott Wagner won the University of Kentucky Venture Challenge with “Crowded,” their mobile app for baseball.

collateral areas;

- The capacity to adjust to challenges under conditions of uncertainty;
- Experienced administrative support for budget development and proposal preparation; and
- A collaborative culture.

The value of offering academic programming in innovation and entrepreneurship is largely contingent upon creating an environment that cultivates innovative and entrepreneurial thinking. To date, iNET emphasizes experiential opportunities, coaching, competitions, and extracurricular activities, along with classroom work. Specific programs include the following:

Undergraduate Certificate in Entrepreneurial Studies: The certificate is aimed primarily at students interested in developing specialized knowledge and research expertise in innovation and entrepreneurial thinking that can be applied within both academic and non-academic settings. The certificate includes four courses (12 credit hours) completed over a one- to two-year period. Courses include a mix of topics such as venture creation and entrepre-

neurship, communication, leadership, business strategy and planning, entrepreneurship-related courses from the participating college, and a required capstone course involving a project with the entrepreneur in residence.

Entrepreneur in Residence: The individuals who will hold this position are experienced entrepreneurs from the local community and are considered critical to the success of all of the programs delivered by iNET. Responsibilities include:

- Guest lecturing in courses in every college;
- Working with students in the undergraduate certificate program, including the capstone experience;
- Mentoring and coaching student entrepreneurs and student teams for competition;
- Working with the student entrepreneur club; and
- Mentoring high school students as part of the Summer I-Academy.

The first University of Kentucky entrepreneur in residence was hired as part of iNET in the summer of 2012.

UK Venture Challenge: The first University of Kentucky Venture

Challenge competition took place in March 2012. Eight undergraduate and graduate student teams competed in both business concept and business plan categories. The winners received cash prizes and advanced to the state competition, Idea State U. Venture Challenge was a partnership with these iNET network members: the Von Allmen Entrepreneurship Center, the College of Communication and Information, the Gatton College of Business and Economics, and the UK student e-Club.

I-Collaborative: This is a team-based program that brings together students, faculty, inventors, and entrepreneurs to advance early-stage inventions and innovations toward the marketplace. Similar to other programs across the United States, these cross-disciplinary, multi-professional teams collaborate to commercialize nascent inventions that would otherwise fall victim to neglect.

Living Learning Community: Beginning in the 2013 academic year, iNET will be part of the university's Living Learning Program and provide residence hall programming for students with entrepreneurial interests. The iNET LLP will connect students to the iNET entrepreneur in residence and the academic director outside the classroom environment, as well as provide connections to iNET through on-campus and off-campus networks. Students will have an upper-class peer mentor and participate in programs on entrepreneurship, communication, leadership, venture creation, and social entrepreneurship.

High School I-Academy: Beginning in Summer 2012, iNET hosted the I-Academy, a workshop/bootcamp for high school students across the state. Instructors included UK faculty from the iNET program, as well as local entrepreneurs. Next summer, UK students will serve as camp counselors, thereby getting valuable professional experience as they work with the camp's students.

I-Colloquia: The iNET Colloquium on Entrepreneurship is a moderated discussion among innovation and entrepreneurial experts on a variety of topics, including what entrepreneurship is, how entrepreneurs are created, and what our university is doing now and needs to do in the future to foster entrepreneurship. The colloquia are taped in high definition and broadcast over UK's Channel 16 and also placed on iNET's website for long-term viewing. The first four colloquia were delivered in the 2011–12 academic year, and plans call for four colloquia each semester.

Innovation Ecosystem Research: Innovation ecosystems are engaged and promoted through iNET. This research function requires a continual mapping of the ecosystem in the state of Kentucky (especially the “urban triangle” that exists between Lexington, Louisville, and Cincinnati), the creation of proof-of-concept centers, and partnering with investors, mentors, and entrepreneurs.

Networks and External Partners: Partnerships with campus and external organizations have been formed in areas that directly support the mission of iNET. The richness of this rapidly forming scholarly community will offer faculty and students unique opportunities far into the future. For example, the emergent networks formed through interdisciplinary partnerships will develop the type of social capital that leads to new innovations and job opportunities for students with external constituencies.

We face a new reality. To be successful in this “new normal,” we must challenge the status quo and change our cultures so that ideas can flow more easily to those outside the university. We can do so by thinking like entrepreneurs. By cooperating with local entrepreneurs, communication scholars can serve as virtual incubators by offering assistance with audience research, market research, communication strategy development, message

development, and team building.

Creating a culture of entrepreneurship may mean changing some long-held notions. We may need to change the way research is judged and ask ourselves whether the translational application of a great discovery is equal to the discovery itself.

No better discipline than communication can tell the story of innovation and entrepreneurship. Those in our field are creative thinkers, builders, and risk-takers, with chips on our shoulders a mile wide. Few other fields of study have grown as rapidly in the last 40 years, and we have done so by challenging conventional wisdom, keeping a watchful eye for new opportunities, and being decisive—the same characteristics as successful entrepreneurs. ■



Dan O'Hair, Ph.D., is dean of the College of Communication and Information and professor of communication at

The University of Kentucky. He was recently appointed as the university's senior vice provost. He also serves as chair of the Board of Directors for iNET. In 2006, O'Hair served as NCA's president. He has published more than 90 research articles and scholarly chapters in risk and health communication, public relations, business communication, media management, and psychology journals and volumes, and has written and edited 15 books in the areas of communication, risk management, health, and terrorism. O'Hair has been awarded more than \$12 million in grants and contracts from the National Science Foundation, the Department of Defense, and other government agencies and non-profit organizations.

The author would like to thank Michael Childress and Deb Weis for their contributions to the article.



Team members negotiate “idea clusters” about methodology (above) and discuss climate change impact in southern Florida as part of a National Science Foundation-funded project.



KAITIE HUSS

PLAYING A BIGGER ROLE

How Communication Expertise Is the ‘Glue’
of Interdisciplinary Research Teams

By Jessica L. Thompson

When I started working with my first interdisciplinary research team, I was affectionately called the “Poster Girl.” My role was to go to all of the researchers’ labs and help them create a “plain-speak” poster that described their research for the project’s outreach workshops. While fulfilling my poster girl duties, I learned a lot about the language of science and science translation for the public, but I also learned about each discipline’s culture and definition of collaboration. What began as a “poster girl” assignment became a four-year ethnographic investigation of interdisciplinary research team dynamics.

In our discipline, we have the training to provide interdisciplinary research teams with numerous professional communication services: designing outreach materials, coaching graduate students on co-writing, creating dynamic conference presentations, and even facilitating research community workshops. We are trained communicators, facilitators, and teachers. We have rubrics that we use for group work in our classes, and we can easily identify and manage social loafers. We bring a lot to the interdisciplinary table, but we often end up being a service-provider instead of a research partner in such collaborations.

When I started my first tenure-track job at Colorado State University, in the Human Di-

mensions of Natural Resources Department, I was immediately told to write collaborative research grants. “Forget about publications, they don’t bring us money!,” my department head exhorted. “External funding is the metric for success in this department!” I was encouraged to “sell” my communication and facilitation skills to state and federal agencies, many of which were headquartered blocks from our campus in Fort Collins. My first half-dozen federally funded projects were all workshop series related to climate change adaptation and planning.

The interdisciplinary research team that I went “native” with was one of the first National Science Foundation-funded “Dynamics of Coupled Natural Human Systems” project teams. The team included 5 principal investigators, 14 co-investigators and 9 graduate research assistants from 12 different disciplines—from atmospheric chemistry to communication studies. They were awarded a \$1.5 million grant to investigate the impact of vehicle emissions and other pollutant gases on vegetation. The team’s goal was to describe the complexity of urban air quality and improve the application of science in local planning and municipality decision-making. Their funding required that they engage local stakeholders in a series of outreach workshops. The posters were always beautifully displayed at the workshops.

I remember a moment of clarity after a long day of workshop preparation. I had spent the morning purchasing flip chart paper, markers, and candy dishes, the afternoon on the phone coaching the science presenters through their talks, and the evening fighting with the printer to get the (insert expletive) nametags aligned. Finally I asked myself: “What am I doing? What am I doing this for?”

The next morning I watched as the panelists and presenters awkwardly attempted to speak jargon-free. They periodically struggled with their language and frequently looked to me to find out how much more time they had at the podium. I’d flash them an encouraging smile and a note card that may as well have said “eternity.” Then I’d look to the audience to see who was still awake in the darkened PowerPoint-cursed room. I knew that the audience wasn’t really listening. They didn’t have their laptops open to take copious notes on each presentation. I heard the subtle chimes of someone’s email client.

This was not collaboration. How did I create this? I certainly wasn’t facilitating an interdisciplinary think tank on climate change adaptation (although that was the title of the task agreement). This particular project was an effort to build a multi-agency collaborative task force to set priorities for climate change mitigation and adaptation management in the Southern Rocky Mountain region. Top ranking managers and scientists from the U.S. Forest Service, National Park Service, Fish and Wildlife Service, and Environmental Protection Agency, along with several state land managers, nationally recognized climate scientists, the Fort Collins mayor, two state representatives, and another dozen influential decision-makers were in the room, waiting for their turn to present so they could return to their Blackberry business.

I quit the workshop business. Well, sort of. I took a break and went to San Francisco. While there, I paid big bucks to be trained in the World

I was determined to build an army of collaborative process gurus.

Café method, which is a small group, conversational-based facilitation technique. The design and hosting principles for World Café forums are based on using provocative questions and social technology to stimulate organizational learning. After that, I found a knock-off version of the Global Business Network’s Scenario Planning training, which is an interactive storytelling process that encourages participants to think about integrating data, driving forces, uncertainties, and hypotheses about the future into clearly structured stories. The creation of the stories is a very analytical and integrative process to guide group learning and decision-making. I brought back the trainers and paid for them to provide in-depth training for some of my department’s brightest graduate students. The training sessions were multiple day seminars, immersing the students in innovative approaches to group facilitation, tools and methods for group learning, and experience through role plays that embodied the principles and practices of both processes. I was determined to build an army of collaborative process gurus. Within months we created a new interdisciplinary research model for teams in our college.

Our gig was pretty simple: We linked the main philosophy of the World Café process (talk in small groups, eat, talk in a large group, eat, repeat) with the analytical thinking and integration required for Scenario Planning. From just a few years of experience, I knew this structure was what interdisciplinary research teams needed: time to talk and time to inte-



KATIE HUSS

Team members doodled on a “conversation table cloth” during a World Café-style session in Seattle, one of five workshops held as part of an NSF-funded climate change education partnership project.



KAITIE HUSS

The U.S.-based research team for the Mongolian rangelands and climate change project builds scenarios through small group storytelling during a retreat in Colorado.

grate research into a holistic picture of the system.

Talking in small groups created relationships: personal relationships built on trust, mutual respect, and a desire to learn about and from one another. Scenario planning structured the conversation. The entire process provides a framework for linking different dimensions (disciplinary perspectives) of the same research problem into plausible stories of the future. Sounds great! But wait, doesn't it sound like I am still just facilitating meetings?

The difference is that I turned workshop design into a research project. Now I'm studying the best combination of systems thinking activities, how language and science is

negotiated, what tools help to integrate diverse data, and most important, what moves interdisciplinary research teams from piecemeal contributions to holistic heavy-hitters. There are research teams across the country struggling to secure funding and keep their competitive edge. And they know they need more than public speaking and public relations help; they need interdisciplinary inspiration and someone to give them structure and tools for collaborative muscle-building.

For the past 10 years, the National Science Foundation has funded large awards for interdisciplinary research teams under the Dynamics of Coupled Natural-Human

Systems Program. The program funds research for interdisciplinary analyses of relevant human and natural system processes and complex interactions among human and natural systems at diverse scales. The program is inherently challenged by the requirement to have a hybrid science team—part social science, part physical/natural science. Neither culture is trained to speak the other's language. Nor is either culture trained to collaborate; in fact, our disciplinary training forces us to become increasingly specialized, especially as the world becomes more complex. So communication expertise becomes critical to the management and success of these teams. The ability to see the full, coupled system and help the team members communi-

cate their crucial role in the system is the integral component that scholars trained in the communication discipline can provide. Using our understanding of bona fide groups, team dynamics, systems theory, action research, and qualitative research skills, we can build interdisciplinary infrastructure that helps teams transcend traditional communication barriers.

Currently, I'm one of five principal investigators (yes, I went from Poster Girl to Principal Investigator) on one of these NSF-funded coupled natural-human systems projects. We are studying resilience to climate change in community-based rangeland management organizations in Mongolia. When this project started, I did not know anything about rangeland management. I didn't know much about Mongolia. In fact, before we submitted the project proposal to NSF, I sheepishly admitted to the Lead PI, "I don't really know much about anything that we've written. Are you sure you want me to be a co-PI? Really?" Without missing a beat, she said: "Yes! Yes! Yes! We need you. There is no way that we can talk to each other without you. You are the glue." The interdisciplinary glue.

My communication expertise went from being window dressing on outreach efforts to the glue, the integral force that holds the team together. "We can be your own little experiment!" she went on. "Experiment with different collaboration strategies to make us high-functioning, efficient, and, well ... just keep us from killing each other ... and we'll put a month of salary and a graduate student in it for you." Well, I thought, I guess I can learn something about rangeland management and the lovely livestock animals of rural Mongolia. I've always wanted to see the Gobi Desert. "OK, I'm in," I told her.

Working with this team, which truly is an interdisciplinary, international, intercultural cross-section

Interdisciplinary infrastructure can help teams transcend traditional communication barriers.

of expertise, has opened my eyes to the potential for a communication scholar to contribute to the project's team science. In my role, as team facilitator and group dynamics "reflector," I am actively influencing the quality of team science. Sometimes I play "translator." I don't speak any of the languages (no Mongolian, no range science, no hydrology, no vegetation identification knowledge, and very little knowledge of rural poverty systems), but that makes me an ideal translator. I am able to ask "learning" (not dumb) questions without fear. I can probe for definition clarification, question connections, and suggest systemic relationships—and it is expected that I do so.

Meanwhile, I get to study the team. In fact, I get to mentor a Ph.D. student, who is making this team her four-year ethnographic study. We've interviewed all 19 of the core team members and all 5 of the principal investigators, and numerous partners and graduate students in the U.S. and Mongolia. We've sent quarterly surveys and facilitated team "reflections," all in an effort to keep the team connected and improve the quality of its work. We are using participatory modeling and scenario planning to link the research components into a holistic story of the system. We have hosted "research conversations," full-team World Café sessions in Mongolia, in the Mongolian language (with a real translator). Over and over, the

team members appreciate the structure and the process. "This team is different than any other that I've ever been a part of," they say. I believe that is the result of having communication expertise embedded into the team's leadership and scholarship.

I believe there is a place for communication expertise on any interdisciplinary research team. We should use our training to take on leadership roles and inspire collaborative problem-solving with our colleagues in other disciplines. The world is incredibly complex, and no single discipline is going to be able to tackle the issues that this and future generations will face—from rural poverty to climate change. But we have a gift, a talent, a tradition, and a responsibility to participate in the interdisciplinary research challenges necessary to make the planet a better place. ■



Jessica L. Thompson is an assistant professor of communication studies and public relations at Northern Michigan

University. Her research focuses on facilitating public communication and engagement with climate change issues at national parks and wildlife refuges. She also specializes in environmental conflict management, facilitating multi-stakeholder collaboration, and understanding the group dynamics of interdisciplinary and interagency teams. She has recently published her research in the *Journal of Applied Communication Research*; *Society & Natural Resources*; *Science Communication*; *Human Dimensions of Wildlife*; *Emotions, Space & Society*; and the *Journal of Interpretation Research*.

NEGOTIATING IRBs

Logistical Challenges of Cross-Cultural Research with Children

By Brenda L. Berkelaar

When we were graduate students, Lorraine Kisselburgh and I were invited by Patrice Buzzanell to work as research assistants on a large-scale multinational research project examining how children talked about science, technology, engineering, and math (STEM) careers. Developed in response to calls to address global challenges across the life-span and sponsored by a seed grant from Purdue's College of Engineering, the project examined how young children's talk enables or constrains interest and opportunities in STEM careers. We gathered data from more than 800 pre-K through 4th grade children (some as young as three) in four countries (Belgium, China, Lebanon, and the United States). Although researching with children in multiple countries is rewarding, it presents some logistical challenges, a key one of which is Institutional Review Board (IRB) approval.

IRBs are the gatekeepers of human subject research. As independent ethical review boards, they are designed to protect research participants by minimizing risks, to ensure that the benefits of the research outweigh the risks, and to provide procedures for informed consent. Over time, IRBs have developed norms and protocols for garnering consent and ensuring confidentiality and privacy of research participants. For example, in the United States, children under the age of 18 are legally declared minors. In almost all research situations, informed consent standards require researchers to obtain verbal or written assent from the children themselves, as well as

written consent from the children's parents or guardians. Although parental consent may be waived in certain situations, this waiver is rare and another protective mechanism for children must be provided. These protocols are informed by broad cultural standards as well as the need to interpret the often vague and ambiguous language of relevant legislation.

Unfortunately, this standard consent protocol does not always translate across countries. Different countries approach guardianship—and research—differently. In the United States, aligned with standard IRB protocols, we gained school board, principal, and teacher permission and gathered consent and assent forms from every participating student. Guardianship processes work similarly in Lebanon. However, Belgium and China approach guardianship differently. At our Belgium site, as soon as the child arrives at school each morning, guardianship transfers to school officials. This means that if there is a medical emergency or a research request, the administrators and/or teachers can authorize action. Guardianship thus transfers from parents to school administrators and back during the day.

Parental consent for research also operates differently in China. There, parental consent for research conducted in the elementary schools affiliated with state universities is required only for research involving something invasive or risky (e.g., drawing blood). Since our research involved questions such as "What do you want to be when you grow up?" our Chinese col-



NICK SADEK

laborators informed us that sending letters home and requesting parental consent would have caused undue concern among the parents, violating a primary goal that the typical parental consent process is intended to fulfill. As one can imagine, these cultural differences in guardianship and research approval created a number of challenges during our IRB submission.

Given these and other challenges—among them, our recent entry into multinational research with young children—perhaps we shouldn't have been surprised that the IRB approval process for this research project took nearly a year.

From the perspective of IRB approval, some of the delays resulted from the substantial increase in workload most IRBs have faced recently. In most cases, these workload increases are not matched with commensurate staffing increases. Additionally, research proposals' growing complexity and diversity complicates IRB review, as do pressures to avoid legal liability. In our case, the standard IRB practices and protocols of our initial reviewers were ill-equipped to understand cultural factors influencing international research with children.

As one might imagine, it took a while to work through protocols not set up to deal with research situations like ours. Certainly, cross-cultural research is nothing new in academia; however, the staff who initially review IRB proposals may be assigned to certain disciplinary specialties, have less familiarity with cross-cultural research with minors, and/or be relatively new to the position.

Our application entered a long revision and approval process. The idea of guardianship, and therefore the authority of consent, transferring out of the control of parents was foreign to the staff responsible for the initial review of our research proposal. Since

none of us spoke Flemish or Mandarin, we were partnering with non-U.S. colleagues to collect the data. As a result, in addition to requiring standard IRB training of all research partners, IRB staff requested additional assurances that research practices would be consistent with U.S. standards for ethical research—in one case, citing their concerns about recent media portrayals of research abuses at non-U.S. research sites.

Perhaps we shouldn't have been surprised that the IRB approval process for this research project took nearly a year.

After a few unsuccessful emails and phone calls, we met in person with IRB staff to work through the details. Even with the incredible volume and hard work these people experience daily, they worked diligently through rounds of meetings and letters to find appropriate ways to address cross-cultural differences in applications of human subject protections. Talking in person helped.

Ethical practice requires contextual understanding. Specifically, we had to figure out how to communicate and document cultural differences to our IRB in a manner that helped members achieve their central objectives, even as the protocols—from their perspective—looked different from what they considered typical. As researchers, we, too, work diligently to protect human subjects; however, our understanding of how and why those policies are enacted during initial review is limited, as compared to IRB staff. Therefore, unsurprisingly, the communication strategy we found most successful involved identifying the IRB's specific

concerns and goals as practiced and then finding ways to fulfill those goals in light of shared human subject protection goals and research objectives. We worked through issues country by country—addendum by addendum.

In addition to documenting how research and guardianship worked in Belgium and China, we were initially asked to provide signed documents on letterhead from high-level government or education officials. These officials needed to attest that our proposed research was consistent with national norms. The letters needed to be written in English or translated into English by an independent, verified translator. Needless to say, we did not have access to high government officials and money for translation was limited. So we negotiated again, explaining our dilemma and asking, "Can you tell us the purpose of this particular letter/document?"

Once we understood their purpose, we were able to provide letters from different, more accessible English-speaking sources using our professional networks. For our data collection in Belgium, we had the head of a university ethics board (the Belgian equivalent to an IRB) write a letter approving our research protocol as consistent with national and university norms. In China, we were able to find a university official who could provide similar documentation. In both cases, we worked with the letter writers to understand the purpose and perspective of our institutional IRB, so that the letters could address relevant concerns.

With each meeting, we improved our relationship with the IRB, learned more about the demands and processes of their jobs, and also began to anticipate possible documentation that would be needed so we could make contacts and gather information in advance of meetings. In practice, the process was not quite so straightforward as this narrative suggests. These conversations were sometimes mudd

and meandering, but in the end, with perseverance and mutual respect, we worked through our respective issues successfully.

So when I do a study like this again, I would work harder to anticipate the perspective of the IRB—providing insight into different cultural protocols with appropriate documentation, talking with the IRB personnel in advance, and leaving lots of time to work through all the logistical details. Specifically, I would recommend that researchers facing similar challenges:

Think like the IRB. Be sure you understand the goals and objectives of IRBs generally and your IRB personnel specifically. Set up your application to meet their goals in language they understand. In addition to human subjects protections, growing threats of legal liability and negative press have increased pressures to avoid potentially problematic research. Show the IRB personnel why your research meets or exceeds ethical standards, from their perspective. Remember, the shared value of human subjects protection still may require discussion on how we protect human subjects in any given project.

Initiate a partnership. If your study is going to deviate from norms, which may be specific to your department or field, talk to IRB personnel in advance. Certainly, if we were cultural anthropologists, we might not have had the same issues, because we—and the staff reviewing our protocol—likely would have better anticipated logistical requirements. IRB personnel can often help you know what language to use and/or what documentation to provide. Consider getting to know your IRB representative, especially if there is a person specifically assigned to your department or division. Remember, the details of how standards and rules get enacted can change over time, by institution, and depending on staff training and

FURTHER READING

For additional details on our research results, research process, and intercultural perspectives:

Buzzanell, P. M., Berkelaar, B. L., & Kisselburgh, L.G. (2012). "Expanding understandings of mediated and human socialization agents: Chinese children talk about desirable work and career." *China Media Research*, 8(1), 1-14.

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Kisselburgh, L., Berkelaar, B. L., & Buzzanell, P. M. (2009). "Discourse, gender, and the meanings of work: Rearticulating science, technology, and engineering careers through communicative lenses." In C. Beck (Ed.), *Communication Yearbook 33* (pp. 258-299). New York, NY: Routledge.

experience; however, the overarching value is to protect human subjects.

Even when you are frustrated by what seems to be administrative hoop-jumping rather than human subjects protection, keep the goal in mind. In our case, the goal was protecting human subjects while getting rich, cross-cultural lifespan data. Researchers and the IRB are on the same team, although it may not always seem that way. Go into meetings knowing your key objectives and your best understanding of the IRB's goals. Ask questions to help you understand the specific obstacles and the IRB's experiences. As more researchers across disciplines complete cross-cultural work with minors, these new understandings of cultural differences will become part of institutional memory,

but it takes time, especially with the regular turnover of IRB staff.

Allow time, lots of time. Start early and be persistent. As we worked through each country, one by one, we were able to begin gathering data and to start seeing the rewards of all these logistical efforts. Failing to anticipate challenges, including many not detailed in this article (school board review timelines, anti-research teachers, different interview approaches) delayed data collection. But we got the data, published some studies, have more on the way, and we're better prepared for our next study.

Be strategic, but take on challenges. When you get the chance to do a logistically complicated study that addresses an important question, do it. (Although, as a general rule, I

wouldn't necessarily recommend logistical complexities in a thesis or dissertation, at least not without additional funding and/or time.) In addition to contributing to interdisciplinary knowledge, this project provided a complement to my formal education that few experiences could match. However, whether as a graduate student or faculty member, it is helpful to have other, complementary research projects going at the same time, which provide access to other data sources that don't require as much logistical oversight.

My hope is that our research experiences will help you anticipate potential miscommunication and confusion regarding cultural differences so that researchers and practitioners can gain the cross-cultural and lifespan perspectives that come from studies such as this. An unin-

As more researchers across disciplines complete cross-cultural work with minors, new understandings of cultural differences will become part of institutional memory.

tended benefit of this process was the opportunity to teach IRB personnel about cross-cultural diversity in terms of parenting and guardianship and to learn more about the logistical, political, and legislative challenges faced by IRB staff. Plus, when it came to my dissertation proposal, I knew what to do when asked to explain another cultural context—Facebook. ■



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The University of Texas at Austin, where she does research on work, careers, and new technologies/new media. She collaborated on this study with Dr. Patrice Buzzanell, the P.I. and originator of the research study and a professor in the Brian Lamb School of Communication at Purdue University, and Dr. Lorraine Kisselburgh, an assistant professor in the Brian Lamb School of Communication at Purdue University. An earlier version of this article was published as a blog posting for the Center for Intercultural Dialogue (<http://centerforinterculturaldialogue.org/>).

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Dr. Sharon Docter, Chair; Search Committee
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California State University, San Bernardino

Assistant Professor in Mass Communication

The Department of Communication Studies seeks a resourceful and imaginative teacher/scholar for an assistant professor position in mass communication to start September 2013. A Ph.D., university teaching experience, and evidence of a scholarly/research agenda are required. Candidates should be able to teach courses in two or more of the following areas: digital media, research methods, media effects, political economy of media, critical/cultural studies, journalism, gender, race and media. This position is contingent on budget availability. Application review begins November 15, 2012, and will continue until position is filled.

For complete details and application procedure please go to: <http://academicpersonnel.csusb.edu/recruiting/tenureTrackFaculty.html> or contact Dr. Michael Salvador, Chair, Communication Studies, 5500 University Parkway, San Bernardino, CA 92407. salvador@csusb.edu

Fresno State

Assistant Professor—Academic Year

California State University, Fresno is a learning-centered university. We believe learning thrives when a strong and active commitment to diversity is shared by all. This is because learning can only take place in a climate where differing points of view are welcome, and diversity of all kinds is valued by everyone.

- Fresno State has been recognized by the federal government as an Hispanic-Serving Institution (HSI) and an Asian American Native American Pacific Islander-Serving Institution (AANAPISI).
- Fresno State has been recognized in the Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching.
- Faculty members gain a clear path to tenure through the university's Probationary Plan Process.
- Available for Academic Year: 2013/2014.
- Salary placement depends upon academic preparation and professional experience.
- Instructional Level: Undergraduate and Graduate

Position Characteristics: The successful candidate will be broadly trained in interpersonal communication with expertise in family and/or generational communication. The department offers a

collegial, multidisciplinary-oriented faculty in other related areas. Specific assignments will depend on department needs. Other duties will include, but are not limited to, advising students, actively engaging in research and problem solving activities, and committee service at all levels of university governance. The successful candidate may be called upon to teach and develop web-enhanced and/or web-based instruction. Outcomes assessment and service learning are important components of the university curriculum. The successful candidate will also be expected to work cooperatively with faculty and staff in the department and college.

Academic Preparation: An earned Ph.D. in Communication or related field with a strong academic and research background in development is required for appointment to the tenure-track position. Candidates nearing completion of the doctorate (ABD) may be considered for the position but must have their Ph.D. completed by August 15, 2013.

Teaching or Other Experience: Candidates should show evidence of effectiveness in teaching and have an active research program that can involve both undergraduate and master's level students. The successful candidate is expected to develop and teach undergraduate and graduate courses in interpersonal communication as well as in their area of specialization. Candidates are expected to demonstrate a commitment to or potential for teaching excellence and scholarly activity at the university level. The preferred candidate will have the ability to work effectively with faculty, staff and students from diverse backgrounds. The university is committed to promoting the success of all, and to reducing the barriers to success related to differences in areas such as race, ethnicity, culture, disability, and more.

Candidates who can contribute to that goal are encouraged to apply and identify their strengths and experiences in this area. For additional information on the university's commitment to diversity visit: www.fresnostate.edu/diversity.

Other Requirements: This position may require the satisfactory completion of a background check. This may include submitting fingerprints to the LiveScan Print Services and evidence of degree(s)

and/or certification(s) at or prior to the appointment. California State University, Fresno publishes an Annual Safety and Security/Fire Safety Report in October.

This report is provided in compliance with the 1998 Jeanne Clery Disclosure Act, and California Education Code section 67380. The report includes three calendar years of select campus crime statistics and it includes security policies and procedures for the campus. Applicants, students, and employees can obtain a copy of this report from the web site: www.fresnostate.edu/police/clery/index.shtml or by contacting the Campus Police Department.

Equal Employment Opportunity: California State University, Fresno is committed to maintaining and implementing employment policies and procedures in compliance with applicable state and federal equal employment opportunity laws and regulations. The university is an Equal Opportunity/Affirmative Action/ADA employer and does not discriminate on the basis of race, color, religion, national origin, gender identity, gender expression, sexual orientation, age, disability, genetic information or veteran status.

Application Instructions: Individuals interested in being considered for this position should submit an online application and attach the following supporting documents: 1) Cover letter; 2) Curriculum vitae; 3) Statement of teaching philosophy; 4) Research plan; 5) Unofficial transcript; and, 6) Three professional references including names, titles, addresses, phone numbers, and email addresses. These references should be in addition to the submitted original letters of recommendation.

Under separate cover, three original letters of recommendation should be sent to: Dr. Marnel Niles Goins, Search Committee Chair; M/S SA46; 5201 N. Maple Avenue; Fresno, CA 93740

Finalists will be asked to submit official copies of transcripts. To apply for this position, visit our online employment site at <http://jobs.fresnostate.edu>. For more information, email MNGoins@csufresno.edu.

To ensure the full consideration, applicants should submit application materials by 11/26/2012. Searches automatically close on 4/1/2013 if not filled.

Indiana University-Purdue University, Indianapolis (IUPUI)

Open rank, tenure or tenure-track Professor, Health Communication, 2 positions

The Department of Communication Studies in the School of Liberal Arts at IUPUI in Indianapolis is seeking to fill two tenure-track positions for a professor (open rank) with expertise in health communication. Faculty rank will be determined by academic credentials and experience. These new positions reflect the university's commitment to health communication and are in line with the university's strategic mission of advancing life science and healthcare-related research initiatives on campus.

Successful candidates must have a Ph.D. in communication or a related field and, appropriate to rank, a distinguished record of research, teaching, and service or the demonstrated potential for such. The candidate should also demonstrate, again according to rank, a fundable program of research in health communication or strong potential for securing external funding to support programmatic research. The candidate should expect to teach both graduate and undergraduate courses. Aside from the focus on health, applicants may have expertise in one or more of the following: media studies, intercultural communication, interpersonal communication, rhetorical/critical studies, and organizational communication.

The Department of Communication Studies at IUPUI has 22 full-time faculty members offering a BA in Communication and an MA in Applied Communication with one emphasis on health communication. A proposal for the implementation of a Ph.D. program in Health Communication is in the approval process. IUPUI, the health and life sciences campus for Indiana, is an urban campus in the heart of Indianapolis with more than 30,000 students, and includes the medical, nursing, and dentistry schools, a new school of public health, as well as allied programs in the health field. Opportunities for partnerships and collaborations abound in the five hospitals and many centers dedicated to the advancement of health issues. IUPUI is located in the heart of downtown Indianapolis, the nation's 13th largest city. Indianapolis is the state capital and host of numerous sporting and

cultural events each year. The city boasts a relatively low cost of living and offers the advantages of metropolitan life with a small neighborhood feel. Further information about the city can be found at <http://www.iupui.edu/about/indianapolis.html>.

Inquiries about the position may be directed to John Parrish-Sprowl (johparri@iupui.edu), chair of the search committee. Applicants should submit (1) a cover letter, (2) a vita, (3) samples of research writing, (4) evidence of teaching effectiveness, and (5) three letters of recommendation electronically to commapp@iupui.edu.

Review of applications begins November 1, 2012, and will continue until the position is filled. The appointment begins in August 2013.

Missouri State University

Basic Course Director/Assistant Professor of Communication

The Department of Communication at Missouri State University, in Springfield, Mo., seeks applications and nominations for a Basic Course Director at the rank of Assistant Professor of Communication, tenure eligible, beginning July 2013.

Required Qualifications: Ph.D. or equivalent in Communication or related field; ABD considered with completion of degree by December 31, 2013; evidence of potential for significant scholarship and teaching/leadership effectiveness in the basic communication course; ability to participate in graduate teaching, advising, and online/blended instruction.

Applicants should have demonstrated teaching expertise and leadership in the

basic communication course. Applicant research program and teaching expertise beyond the basic course is open.

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, 2012, and continues until position is filled. Employment will require a criminal background check at the university's expense. Visit the Missouri State University Academic Openings web page before applying to view the complete job description as well as instructions on how to submit your application electronically to <http://www.missouristate.edu/academicopenings>. Include a letter of application, vitae, copies of transcripts, three letters of reference, and supporting materials (e.g., samples of scholarship, evidence of teaching excellence). Direct all inquiries to Dr. Shawn Wahl, Department Head, Department of Communication, Missouri State University. Email: shawnwahl@missouristate.edu.

The Department of Communication at Missouri State University is one of seven departments in the College of Arts and Letters, and one of two departments in the School of Communication Studies. It includes 19 full-time faculty members and offers majors and options in communication studies, organizational, interpersonal, intercultural, health, rhetoric, public relations, socio-political communication, and speech and theatre education, an undergraduate and graduate certificate in conflict and dispute resolution, a master's program in communication, and an Applied Communication in Master of Science in Administrative Studies. The department serves approximately 350 undergraduates and 100 graduate students in the various

Master of Arts IN COMMUNICATION

Oakland University now offers a Master of Arts degree in Communication. The program provides personalized education, flexible curriculum and real-world course schedules.

Study the theories, concepts, principles and practices of communication in one of three concentration areas:

- media studies
- culture and communication
- interpersonal communication

Or tailor an individualized program that combines offerings across all areas.

Oakland is the only university in Michigan to offer a graduate degree in Communication Studies with a programmatic emphasis in critical cultural communication studies.

For information, please contact Dr. Jennifer M. Heisler at heisler@oakland.edu.

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programs. The nationally recognized Holt V. Spicer Debate Forum and the Center for Dispute Resolution operate under the auspices of the department.

Please visit the department web site for additional information: <http://communication.missouristate.edu>

Molloy College

Communications Instructor

The Communications Department at Molloy College seeks Part-Time Instructors in the following areas of expertise: television and video production, film, TV and new media studies, TV scriptwriting and writing for the Web, media management, organizational and interpersonal communication, corporate communications, public relations and advertising, public speaking and other speech communication courses, new/digital media with experience in both studies and practice. A Master's degree in a Communications discipline is required. Please send cover letter, CV, and the names of three references by December 1, 2012, to humanresources@molloy.edu or mail to: Office of Human Resources - Molloy College, 1000 Hempstead Avenue, Rockville Centre, New York 11571-5002

Murray State University

Assistant Professor

The Department of Organizational Communication housed in the Arthur J. Bauernfeind College of Business invites applications for a tenure-track faculty position at the Assistant Professor level starting August 15, 2013. Doctorate in Communication is required by the date of appointment. An emphasis consistent with our applied communication curriculum is required. The successful candidate will teach both undergraduate and graduate level courses that blend communication theory and practice in contemporary organizational contexts. Teaching opportunities are available in interpersonal, intercultural, training, teamwork, communication technology, methods, or other applied areas reflecting departmental needs and one's scholarly interests. Duties will also include conducting research, advising students, providing service, and delivering instruction in traditional as well as alternative or online formats.

Development of new courses is highly encouraged. The candidate must provide evidence of research/publication potential, strong commitment to service, and strong classroom/teaching skills. Experience with alternative instructional delivery methods/formats preferred. Please submit online with your application: a letter of application, vitae, teaching evaluations, and unofficial graduate transcripts. Please send three letters of recommendation to Dr. Frances Smith, Search Committee Chair, Murray State University, Organizational Communication, 312 Wilson Hall, Murray, KY 42071. Additional information about the department can be found at: www.murraystate.edu/orgcom. To apply, please go to: <https://www.murraystatejobs.com/hr/postings/1931>. Application deadline: December 5, 2012.

Women and minorities are encouraged to

apply. Murray State University is an equal education and employment opportunity, MF/D, AA employer.

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 2013. 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 both the applied and theoretical expertise to teach a range of Theatre courses, to collaborate with artistic staff, and to direct Department productions. Successful candidates must

www.uindy.edu

Assistant Professor of Communication

Department of Communication

The Department of Communication at the University of Indianapolis seeks applications for an Assistant Professor. This is a full-time, nine-month, tenure-track position beginning August 2013.

The department seeks a person with expertise in interactive media and media convergence and who can add depth to our public relations, journalism, and/or sports information concentrations. The successful candidate will have expertise in some combination of the following areas: convergence/multimedia, interactive and social media, public relations, journalism, and sports information.


The University of Indianapolis Communication Department offers concentrations in electronic media, human communication, journalism, public relations, and sports information. We have a student-centered orientation that features small class sizes and emphasizes both theoretical and applied approaches. Additional information about the department can be found at <http://communication.uindy.edu/>.

Qualifications: A terminal degree in Communication or Communication-related field (ABD considered) and college or university teaching experience. Expertise in multimedia convergence and interactive social media; ability to add breadth to the Journalism, Public Relations, and/or Sports Information concentrations; willingness to advise communication majors; willingness to contribute to curriculum development and revisions; and ability to demonstrate a pattern of scholarship.

Applications: Apply electronically at <http://www.uindy.edu/visitors/hr>. Confidential review of applications will begin immediately and continue until filled.

The University of Indianapolis is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

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have the ability to teach freshman and sophomore-level theatre courses (such as Introduction to Theatre), advanced theatre courses (in the area of dramatic literature), and graduate courses (such as Seminar in Theatre Research). Successful candidates are capable of developing new courses that make important artistic, theoretical, historical and/or technical connections. This position emphasizes support of the graduate curriculum in Theatre, direction of graduate research/creative projects in Theatre, and mentoring of student directors/actors via our Studio Series. A new hire would work closely with the Managing Artistic Director to coordinate the season's productions, publicity and box office. Additionally, this new hire would support outreach efforts in the surrounding community and interdisciplinary collaborations within the university. Production/directing experience is required.

Please submit a letter of application, transcript, curriculum vitae (including production/directing 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). For electronic submissions (preferred), combine documents into a single PDF file. Applications should be sent 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 November 1, 2012, and continue until position is filled. AA/EEO

Pacific Lutheran University

Clinical Instructor in Communication and Director of Forensics

Pacific Lutheran University invites applications for a two-year clinical instructor of communication and director of a well-funded nationally and regionally competitive forensics program to begin Sept. 1, 2013. The successful applicant will teach 16 semester hours per year in a combination of service courses. M.A. in Communication required by September 1, 2013. Please submit application including cover letter, vitae, and teaching evaluations online at <http://employment.plu.edu>. Review of application materials will begin December 1, 2012, but the position will remain open until filled. Pacific Lutheran University is a comprehensive university of 3,500 students that offers a challenging curriculum integrating the liberal arts with professional programs. A globally focused university committed to building a diverse educational community, PLU enjoys a healthy and progressive relationship with the Evangelical Lutheran Church in America and is an Affirmative Action/Equal Opportunity Employer.

Penn State Lehigh Valley

Assistant Professor of Corporate Communication

Penn State Lehigh Valley invites applications for the position of Assistant Professor of Corporate Communication (tenure-track, 36 weeks) to begin August 2013, or as negotiated. Teach three courses (9 credits) each semester in newly approved B.A. in Corporate Communication program using traditional, hybrid, and online delivery modes. Prefer expertise in three or more of the following areas: news writing, sports writing, multimedia production, marketing, public relations, and media ethics. Teaching assignments may require teaching day, evening and/or Saturday classes as needed. Publish in refereed journals. Participate in professional organizations and in course, curriculum, and program development. Advise students and provide career guidance. Participate in campus, university, and community service activities. Ph.D. in Communications or a closely related discipline required. To learn more about the campus and Penn State, visit <http://www.psu.edu/ur/cmpcoll.html>. To learn more about



ORGANIZATIONAL COMMUNICATION ASSISTANT PROFESSOR TENURE-TRACK

The Department of Communication and Dramatic Arts at Central Michigan University invites applications for a tenure-track position in Organizational Communication, Assistant Professor.

The person in this position will be expected to: 1) teach courses in organizational communication (undergraduate and graduate) and leadership; 2) teach courses that may include, but are not limited to, health campaigns, interviewing, training, crisis communication, research writing at the undergraduate level, and a capstone course; 3) teach, or possibly develop, other courses in the candidate's area of specialty at the undergraduate and/or graduate level; 4) continue professional development and publication in area of specialty; 5) consult with graduate students on theses, comprehensive exams, and independent studies; and 6) advise and serve on various Area, Department, and University committees.

Required Qualifications: Ph.D. in Communication; ABD candidates considered. Evidence of teaching excellence and scholarly activity.

You must submit an on-line application in order to be considered as an applicant for this position. Login in at <https://www.jobs.cmich.edu>. For teaching effectiveness, the preference is for student opinion surveys/scores from courses one has recently taught. Three recent confidential letters of recommendation are required and should be sent to: Dr. Michael Papa, Organizational Search Committee Chair, Department of Communication and Dramatic Arts, Moore Hall 333, Central Michigan University, Mount Pleasant, MI 48859, (989) 774-3763. Cover letters may also be addressed to Dr. Michael Papa. Position is open until filled although priority consideration will be given to applications completed by November 1, 2012.

About the Department: The Department of Communication and Dramatic Arts includes the Communication Area (COM) and the Theatre, Interpretation, and Dance (TID) Area. The COM Area has 12 full-time, tenure-track faculty positions and an active M.A. program. To learn more about the department, visit the departmental website <http://www.cda.cmich.edu/>.

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

the position and how to apply, visit <http://www.psu.jobs/Opportunities/Opportunities.html> and follow the "Faculty" link. AA/EEO.

San Francisco State University

Tenure-Track Professor in Performance Studies

The Communication Studies Department at San Francisco State anticipates hiring a tenure-track faculty member at the Assistant Professor level, effective fall 2013, in the field of performance studies. The candidate we seek will teach undergraduate and graduate courses in performance studies, including performance of literature, performance theory/practice, ensemble performance and qualitative performative methodologies. The successful candidate will possess: Ph.D. or equivalent by the date of appointment, and a program of publications and performances as a scholar/artist. Areas of particular interest include performance and gender, race, sexuality, disability, and other areas that resonate with our departmental focus on social justice.

San Francisco State University is a multi-purpose institution of higher education in a cosmopolitan urban setting. Excellence in teaching is primary, although research and service to the community are high priorities. The university does not discriminate on the basis of race, ethnicity, sex, sexual orientation, disability, national origin, or religion.

Interested applicants are advised to complete the department "Brief Information Page for Performance Studies Tenure-Track Applicants" at the department website, found at <http://www.sfsu.edu/~comm>. Please send the following documents, arranged in this order, to the department: (1) Brief Information Page for Performance Studies Tenure-Track Applicants; (2) an application letter; (3) a current curriculum vita; (4) three letters of reference; (5) transcripts of graduate course work; (6) sample syllabi for relevant performance studies courses; (7) teaching evaluations; (8) statement of teaching philosophy; and (9) three samples of recent scholarly/artistic work. Direct applications, postmarked by November 27, 2012, to: Dr. Joseph Tuman, Department Chair, Communication Studies Department, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132.

SUNY Potsdam

Assistant Professor

The English & Communication Department at SUNY Potsdam invites applications for a tenure-track Assistant Professor of Communication, beginning fall 2013. We are seeking a communication generalist with particular strengths in mass communication, including film and/or television, and visual communication. We are especially interested in candidates who approach mass communication within the context of diverse voices. Ph.D. is preferred, but outstanding ABD candidates will be considered. The successful candidate has experience teaching public speaking/oral skills. Teaching responsibilities normally include lower-division courses in Communication, including teaching speaking/oral presentation skills, upper-division courses in area of specialization, and contributions to Master's

program in English and Communication. Full time teaching load is 24 hours per academic year plus student advising and committee responsibilities. Continuing program of scholarly activity is expected. The position offers opportunities for interdisciplinary collaboration and a supportive teaching environment. To apply for this posting, visit our website at <https://employment.potsdam.edu>, job posting no. 0600324.

Texas Christian University

Assistant Professor of Communication Studies

The Department of Communication Studies at Texas Christian University invites applications for two tenure-track Assistant Professors in Communication Studies, with appointments beginning August 12, 2013. The Department seeks individuals with a social scientific research program and an



DIRECTOR OF FORENSICS ASSISTANT PROFESSOR TENURE-TRACK

The Department of Communication and Dramatic Arts at Central Michigan University invites applications for a tenure-track position of Director of Forensics, Assistant Professor.

The person in this position will be expected to: 1) direct a Forensics Program (responsibilities include overseeing an active speech and debate program for success at the state, regional, and national levels; coaching students in debate and/or individual events; mentoring graduate assistant coaches; publicizing the success of the program; recruiting student participants; and coaching novice students interested in participating in forensics); 2) teach the undergraduate-level course in debate; 3) teach courses that may include, but are not limited to, communication and social influence, persuasion, and research writing at the undergraduate level; 4) teach, or possibly develop, other courses in the candidate's area of specialty at the undergraduate and/or graduate level; 5) continue professional development and publication in area of specialty; 6) consult with graduate students on theses, comprehensive exams, and independent studies; and 7) advise and serve on various Area, Department, and University committees.

Required Qualifications: Ph.D. in Communication; ABD candidates considered. Academic background and experience in directing a college forensics program; evidence of teaching effectiveness and scholarly activity.

You must submit an on-line application in order to be considered as an applicant for this position. Login in at <https://www.jobs.cmich.edu>. Cover letters may be addressed to: Dr. Ed Hinck, Forensics Director Search Committee Chair, Department of Communication and Dramatic Arts, Central Michigan University, Mount Pleasant, MI 48859 (O) 989-774-3763; (D) 989-774-3177. Position is open until filled although priority consideration will be given to applications completed by October 15, 2012.

About the Department: The Department of Communication and Dramatic Arts includes the Communication Area (COM) and the Theatre, Interpretation, and Dance (TID) Area. The COM Area has 12 full-time, tenure-track faculty positions and an active M.A. program. To learn more about the department, visit the departmental website <http://www.cda.cmich.edu/>.

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

ability to teach in one or more areas such as: interpersonal communication, organizational communication, health communication, computer-mediated communication, and intercultural communication. Review of applicants will begin on November 1, 2012, and will continue until both positions are filled.

Requirements for the position include the following: a Ph.D. in Communication Studies (ABD acceptable if completion is imminent) or a related field by the time of appointment, a record of excellent teaching, and evidence of scholarly research.

TCU is a major research and teaching university with the person-centered environment typical of smaller, private institutions. TCU is located in Fort Worth, Texas, which is the 17th largest city in the United States and one of "America's Most

Livable Communities." With university enrollment approaching 10,000 students, the Department of Communication Studies has developed a national reputation for quality teaching and research. Housed in the J.M. Moudy Building and administratively located in the College of Communication, the department has a large undergraduate program, a longstanding and successful master's degree program, and a major stake in TCU's Core Curricular requirements. TCU is an AA/EEO employer, and minorities and women are especially encouraged to apply.

TCU only accepts online applications and documents at https://tcu.igreentree.com/CSS_Faculty. Applicants should send a letter of application detailing their anticipated program of research and a statement of teaching philosophy. In addition, applicants should include a curriculum vitae and summary of teaching evaluations. Include

these as attachments with the online application. Three letters of recommendation should be sent directly to Jacquelyn Curry in TCU Human Resources at atj.curry@tcu.edu. Recommenders themselves should send these confidential letters.

For questions, contact Jacquelyn Curry, TCU Employment Manager, at 817-257-5255 or j.curry@tcu.edu.

U.C. San Diego

Assistant Professor

The Department of Communication at University of California, San Diego (<http://communication.ucsd.edu/>) seeks to fill a tenure-track, Assistant Professor position in digital media studies to begin Fall 2013. We are looking for a faculty member well versed in the theory and research of digital media studies, and in historical or ethnographic work on the opportunities as well as challenges that digital media present for communication and social change. The Department is committed to academic excellence and diversity in its faculty, staff, and student body. We are interested in recruiting candidates who are committed to the highest standards of scholarship and professional activity, and to the development of a campus climate that supports equality and diversity. Review of applications will begin November 8, 2012, and continue until the position is filled. Further information and a link for electronic submission can be found at <https://apol-recruit.ucsd.edu/appl>.

University of Kansas

Tenure-track assistant professor, Basic Course Director

The Department of Communication Studies at the University of Kansas seeks to hire a tenure-track assistant professor in an area complementary to those of current faculty and with specialization as Basic Course Director expected to begin as early as August 18, 2013. In addition to serving as Basic Course Director, the successful candidate will teach a graduate communication pedagogy course, teach and conduct research in his or her area of expertise, and meet standard service and advising requirements.

The University of Kansas is especially



GENERALIST IN COMMUNICATION ASSISTANT PROFESSOR TENURE-TRACK

The Department of Communication and Dramatic Arts at Central Michigan University invites applications for a tenure-track position of Generalist in Communication, Assistant Professor.

The person in this position will be expected to: 1) teach courses in gender communication and communication theory (undergraduate and graduate; taught on a rotating basis); 2) teach courses that may include, but are not limited to, family, interviewing, research writing at the undergraduate level, and a capstone course; 3) teach, or possibly develop, other courses in the candidate's area of specialty at the undergraduate and/or graduate level; 4) continue professional development and publication in area of specialty; 5) consult with graduate students on theses, comprehensive exams, and independent studies; and 6) advise and serve on various Area, Department, and University committees.

Required Qualifications: Ph.D. in Communication; ABD candidates considered. Evidence of teaching excellence and scholarly activity.

You must submit an on-line application in order to be considered as an applicant for this position. Login at <https://www.jobs.cmich.edu>. For teaching effectiveness, the preference is for student opinion surveys/scores from courses one has recently taught. Three recent confidential letters of recommendation are required and should be sent to: Dr. Pamela Gray, Generalist Search Committee Chair, Department of Communication and Dramatic Arts, Central Michigan University, Mount Pleasant, MI 48859, (989) 774-3177. Cover letters may also be addressed to Dr. Pamela Gray. Position is open until filled although priority consideration will be given to applications completed by October 15, 2012.

About the Department: The Department of Communication and Dramatic Arts includes the Communication Area (COM) and the Theatre, Interpretation, and Dance (TID) Area. The COM Area has 12 full-time, tenure-track faculty positions and an active M.A. program. To learn more about the department, visit the departmental website <http://www.cda.cmich.edu/>.

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

interested in hiring faculty members who can contribute to four key campus-wide strategic initiatives: (1) Sustaining the Planet, Powering the World; (2) Promoting Well-Being, Finding Cures; (3) Harnessing Information, Multiplying Knowledge; and (4) Building Communities, Expanding Opportunities. See www.provost.ku.edu/planning/themes/ for more information.

Candidates with experience administering the basic public speaking course and teaching communication pedagogy are preferred. The Department of Communication Studies encourages individuals with experience in assessing learning outcomes in oral communication with respect to a core curriculum to apply.

The Department of Communication Studies at the University of Kansas has a long and distinguished history dating back to 1925. Situated within the College of Liberal Arts and Sciences, the department has approximately 600 undergraduate majors and houses the top-ranked KU Debate program. Along with its popular Bachelor's degree, the Department of Communication Studies also offers M.A. and Ph.D. Degrees. Situated between Kansas City and Topeka on the bluffs overlooking the Kansas river, Lawrence has fiery history, a nationally recognized arts scene, a rich culture, beautiful scenery, and incredible arts and entertainment venues, and, of course, a long-standing basketball tradition.

Apply online at <https://jobs.ku.edu> and search for position 00003372. Submit a cover letter, CV, one-page statement of research program, one-page teaching philosophy, one-page statement about teaching and/or directing the basic course, a writing sample, and a list of three references. Applicants should have reference letters sent separately to: Beth Innocenti, Basic Course Director Search Committee Chair, Department of Communication Studies, Bailey Hall, Room 102, 1440 Jayhawk Blvd., Lawrence, KS, 66045-7574. Initial review of applications will begin October 1, 2012, and continue as long as needed to identify a qualified pool. Equal Opportunity Employer M/F/D/V

Required qualifications:

1. Ph.D. or ABD in Communication Studies or related discipline is expected by start date of appointment.

2. Ability to perform significant research in Communication Studies, as evidenced by publications and presentations, and by a research statement.

3. Potential for teaching excellence in Communication Studies as evidenced by a statement of teaching philosophy, course materials such as syllabi and assignments, and student evaluation data.

4. Ability to direct the Basic Public Speaking course, as evidenced by experience in teaching and administration of the Basic Public Speaking course, or by other kinds of relevant teaching and administrative experience.

University of Oklahoma, Department of Communication

Assistant Professor

The Department of Communication at the University of Oklahoma invites applications for a teacher/scholar in organizational communication and/or technology. Secondary interests that overlap with the department's other areas of emphases are desirable. Appointment will be at the Assistant Professor rank (tenure-track) beginning August 2013.

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 producing original 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 350 undergraduate majors. Opportunities exist for collaboration on the Norman campus, at the Health Science Center in Oklahoma City, and at the University of Oklahoma at Tulsa.

Norman, Okla., (population @110,000) has been rated one of the top 100 communities to live in by various magazines. It offers

a wide variety of cultural, educational, leisure, and recreational opportunities. It is conveniently located near a major airport and 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. Normal duties consist of teaching four courses each academic year. Start-up funds and relocation expenses may be available. Initial screening will begin no later than November 1, 2012, and will continue until the position is filled. Applicants should send a letter of application, curriculum vitae, evidence of teaching effectiveness, and at least three letters of recommendation to: Dr. Michael W. Kramer, 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: mkramer@ou.edu. Informal inquiries are invited and welcome.

University of South Florida

Assistant/Associate Professor in interpersonal/relational communication

Position begins August 2013. Applicant's interests should focus on interpersonal and relational communication. Applicant must have been awarded a doctorate in Communication by September 1, 2012. Candidate should be able to offer courses and research supervision in one or more of the following areas: dialogue, applied communication, and ethics. Record of scholarship and teaching appropriate for appointment in a doctoral department in a Research I university is required. Applicants should have a profile that contributes to our department's qualitative, critical, and interpretive orientation and our integration of social science with humanistic, narrative, and performative approaches to inquiry. Application deadline is November 19, 2012. For more information, including application procedures, please see the department's website, www.communication.usf.edu. USF is an EO, AA, and EA employer.

NCA SPONSORED CONFERENCES

Undergraduate Student Conference

May 2013

American University, Washington, D.C.

The Undergraduate Student Conference will prepare rising seniors to complete their senior year capstone projects. Admission to the conference will be competitive. Look for further details in the coming months.

For more information, contact Brad Mello at bmello@natcom.org.
www.natcom.org/undergraduateconference

Chairs' Summer Institute

June 28-30, 2013

Washington, D.C.

The Chairs' Summer Institute brings department chairs together from around the country to discuss the challenges facing the discipline, departments, and departmental administrators in these times of dwindling resources and changing conditions in higher education.

A call for participation and registration will be available February 1, 2013.

For more information, contact Trevor Parry-Giles at tparrygiles@natcom.org.

www.natcom.org/ChairsSummerInstitute

Doctoral Honors Seminar

July 11-14, 2013

Schoodic Education & Research Center

Acadia National Park, Winter Harbor, Maine

The Doctoral Honors Seminar (DHS) brings together the best doctoral students and faculty members from across the discipline and around the nation to discuss current topics in communication. Approximately 30 doctoral students are selected to participate based on submitted papers and recommendations from their advisors.

The 2013 DHS will be hosted by the University of Maine's Department of Communication & Journalism and the theme will be "Research Collaboration on Disciplinary Frontiers: Spanning Methodological Boundaries—Communication and the Environment, Rhetoric and Materiality, and Digital Media Convergence."

Applications and nominations will be accepted starting February 1, 2013.

For more information, contact Nathan Stormer, University of Maine, at nathan@maine.edu or Trevor Parry-Giles at tparrygiles@natcom.org.

www.natcom.org/DoctoralHonorsSeminar

NCA Faculty Development Institute (The Hope Conference)

July 21-27, 2013

Hope College in Holland, Mich.

The NCA Faculty Development Institute enters its 27th year in the summer of 2013. Currently being held on the campus where the conference began, the institute focuses on helping undergraduate faculty stay abreast of the ever-evolving communication curriculum. Seminars and speakers are still being finalized.

For more information, including about registration, please contact Brad Mello at bmello@natcom.org.

www.natcom.org/facultydevelopmentinstitute



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