spectra

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ABOUT spectra

Spectra, the magazine 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.

NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, 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.

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In this issue

LET'S MAKE OUR CENTENNIAL PERSONAL

By Steven A. Beebe, Ph.D.

IT WAS THE TWINKLE IN HIS EYES that I remember most from when he was my professor four decades ago in Switzler Hall on the University of Missouri-Columbia campus. He was a master teacher. In one of my early research papers, I had strung together too many lengthy quotations. Rather than tersely admonishing me to "quote less," he put a positive spin on his feedback, encouraging me to "let more of that Beebe light shine through."

He now spends more time resting than he did when he was going full steam in the 1920s, '30s, '40s, '50s, '60s, '70s, '80s, and even '90s. Yet his gentle charm, ever-present kindness, and genuine graciousness are still evident. The first Ph.D. in speech was awarded in 1922. When Loren Reid received his doctorate in 1932, he was one of only 33 speech doctorates in the nation.

AN ASSOCIATION PIONEER

Professor Reid served as NCA Executive Secretary in 1945, when the association was a mere 36 years old. During the dire financial situation the association faced following World War II, he was instrumental in keeping our association solvent. While serving as Executive Secretary, he said he envisioned the association's tombstone: "Founded 1914. Perished 1945. Rest in peace." But fortunately, to paraphrase fellow Missourian Mark Twain, the reports of our death were greatly exaggerated.

What kept us solvent? Loren and his wife Gus co-signed a loan (the first bank loan he'd ever taken in his life) to ensure that our journals would continue to be published and the association would have adequate funds. NCA is legally chartered in the state of Missouri because of his leadership. He was NCA President in 1957, when the association turned 46.

Reid reminisced about our association when we celebrated our 75th diamond anniversary. *Speech Teacher: A Random Narrative* is must reading for anyone who wants to understand our association's culture. Reid muses that he wished he could have attended the 1914 founding meeting of the National Association of Academic Teachers of Public Speaking; alas, he was only in the 5th grade, living in Gilman City, MO, at the time. NCA is now poised to turn 100, a milestone surpassed by Reid eight years ago. At the age of 108, Dr. Loren Dudley Reid is an important living link to our past.

MAKE IT PERSONAL

There will be much celebration and reminiscing as we commemorate our centennial next year. As the oldest and largest national professional communication association in the world, it is good that we look back, both to illuminate the present and to see what lights our path ahead. Here's a suggestion to make our celebration personal for each of us.

In her book, *Balcony People*, Joyce Landorf Heatherley reminds us that some people in our lives are "balcony people." They cheer us on, encourage us, energize us, believe in us. As we commemorate our 100 years of associating to teach, study, and learn about human communication, I invite you to celebrate the professional "balcony people" in your life. Which teacher or colleague has been, or still is, in the "balcony," cheering for you? Which person was instrumental in helping you find your place here as a member of NCA?

Contact that person. Thank your mentor for his or her encouragement. Bask anew in the energy that is a source of inspiration for you. If you can, personally visit with the person who inspires you. Can't visit? Call. Or, at the very least, send a note of gratitude. There may be more than one person—I am blessed with a large audience in the "balcony."

ILLUMINATE THE BALCONY

When I visited Reid, I wondered if he would recognize me—it had been quite some time since he'd last seen me. And he *is* 108! I told him my name and noted that I was one of his former students. "I bring greetings on behalf of the National Communication Association," I said. "Thank you for your service. And thank you for being an inspirational teacher and mentor to me." His eyes brightened and a tear emerged, adding additional luster to his already sparkling eyes. "Steve," he whispered, "you have illuminated my day." He paused. "No," he said with a stronger voice, "you have illuminated my week." Finally, he said resolutely, with a tear trickling down his cheek, "You have illuminated my year. Thank you!"

Illuminate someone's life. Personalize your commemoration of our 100th year by looking up to the balcony and making eye contact with a person whose light has shone on you. And after you have thanked that person, climb back up to the balcony and look for someone for whom you can cheer and applaud.

May our 100th year as an association be a celebration not only *about* communication, but *with* communication—with a confirming message of appreciation that lets your light shine through. Thank those who have been, and still are, in the balcony, cheering you on, illuminating your path. ■

"Steve," he whispered, "you have illuminated my day." He paused. "No," he said with a stronger voice, "you have illuminated my week." Finally, he said resolutely, with a tear trickling down his cheek, "You have illuminated my year. Thank you!"

Spotlight

DATA ABOUT THE DISCIPLINE

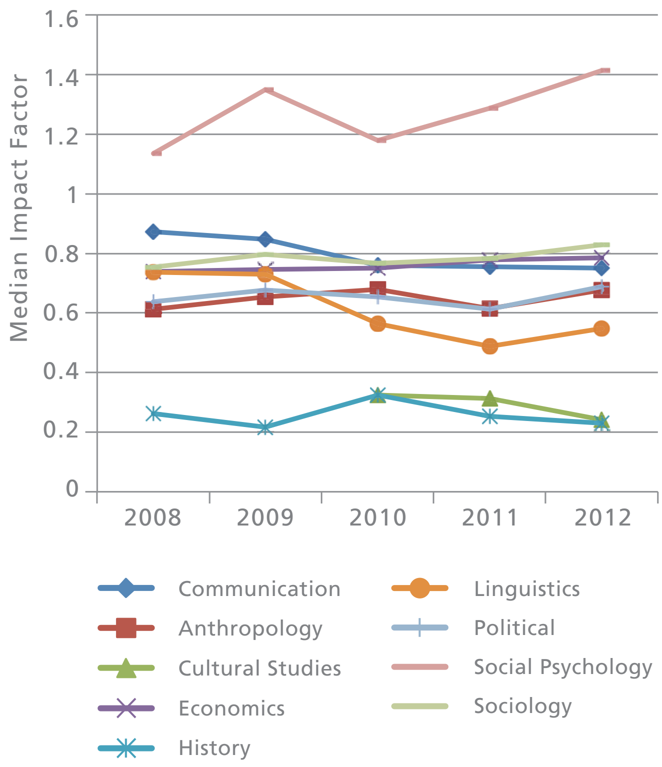
Journal Impact Factors by Discipline

NCA was recently asked by the Council of Communication Associations (CCA) to prepare a report on "Impact Factors, Journal Quality, and Communication Journals." Impact factors are yearly measures of citation patterns published by Thomson-Reuters in its Journal Citation Report. A journal's impact factor is calculated by dividing the number of citations to articles published in the journal in the preceding two years by the total number of articles published in the journal during the same two-year period. Thomson-Reuters also reports the median impact factors for all the journals included in its roster for individual disciplines. NCA collected disciplinary impact factor data for the past five years for Communication as well as related disciplines: Anthropology, Cultural Studies, Economics, History, Linguistics, Political Science, Social Psychology, and Sociology.

The journals included in the Thomson-Reuters Communication list score quite well over time in their median impact factors compared with other subject categories (with the exception of Social Psychology, which outpaces the other subject categories depicted here). The Communication median impact factors for almost every year are equal to or better than most of the traditionally social scientific disciplines (Anthropology, Economics, Linguistics, Political Science, and Sociology). Communication journals' median impact factors are considerably higher than those of Cultural Studies and History, subject categories that arguably are more humanistic and critical in focus.

The full report is available on the NCA website at www.natcom.org/researchpublicationguide/.

Journal Citation Reports
Median Impact Factors by Discipline, 2008–2012



TEACHING AND LEARNING

NCA Launches Student Learning Outcomes Project

This fall, NCA received a grant from Lumina Foundation to conduct a faculty-driven student learning outcomes project for the Communication major.

The project will explore bridging the Tuning process and the Degree Qualifications Profile (DQP) within the discipline of Communication. Tuning is a collaborative process that convenes experts in a discipline to identify and articulate the distinctive skills, methods, and substantive range of the discipline. The DQP defines expected student learning outcomes (regardless of major or institution) at each degree level.

The project has two phases. The first is to "Tune" the discipline of Communication. NCA will facilitate the Tuning process with six groups of Communication faculty members, who will work to identify the disciplinary core and map career pathways, and then will seek feedback from various stakeholders, including potential employers, other disciplinary faculty, and civic groups. (For more information about Tuning, visit www.tuningUSA.org.) The groups will bridge their Tuning processes with the DQP at various times throughout their work.

The second phase of the project is to convene two interdisciplinary teams to consider how the Tuning results can contribute to the quality of a degree overall, regardless of major, using the DQP framework for assessing and advancing student learning.

The goals of the project are to productively support curriculum planning and improvement within the Communication discipline, and to help position Communication centrally in institutions' general education curriculum development efforts.

NCA is currently soliciting faculty participants for the project. To view the call for participation, see the back cover of this issue of *Spectra*, or visit www.natcom.org/tuningproject.

IN OUR JOURNALS

Rebecca Gill, "The Evolution of Organizational Archetypes: From the American to the Entrepreneurial Dream," *Communication Monographs* 80 (2013): 331-353.

Although scholars have suggested that entrepreneurship in the new economy is rooted in neoliberal ideology, Gill argues that neoliberalism alone does not account for the ease with which entrepreneurialism has become a dominant discourse. By critically examining entrepreneurial discourse as communicated through U.S. business periodicals from 2000 to 2009, she presents a case for the "entrepreneurial man" as formed at the partial inclusion and/or rejection of aspects of the self-made man, organization man, and neoliberalism. Ultimately, Gill's analysis critiques the entrepreneurial man archetype as a rejection of the social contract and the embracing of a privatized, entrepreneurial American dream.

James Anderson and Arnie D. Kincaid, "Media Subservience and Satirical Subversiveness: The Daily Show, The Colbert Report, The Propaganda Model and the Paradox of Parody," *Critical Studies in Media Communication* 30 (2013): 171-188.

Anderson & Kincaid examine *The Daily Show* and *The Colbert Report* to shed light on how the satirical news format informs the propaganda model. Using the model as an analytical guide, this essay explores instances in which the two shows deconstructed dominant discourses and ideologies disseminated by commercial media. Conversely, strong hegemonic elements discovered within the discourses of both programs speak to the dichotomous nature of discursive humor and the inherent paradox of sociopolitical parody.

Katherine R. Knobloch, John Gastil, Justin Reedy, and Katherine Cramer Walsh, "Did They Deliberate? Applying an Evaluative Model of Democratic Deliberation to the Oregon Citizens' Initiative Review," *Journal of Applied Communication Research* 41 (2013): 105-125.

As deliberative forums proliferate, scholars and practitioners need to establish a shared evaluative framework that is grounded in a theoretical definition of deliberation, applicable across contexts, and capable of yielding results that are comprehensible to public officials and key stakeholders. Knobloch et al. present such a framework and illustrate its utility by evaluating the Oregon Citizens' Initiative Review (CIR), a public event that serves as both a critical case study and an important practical innovation in its own right. Their analysis shows that the CIR met a reasonable standard for democratic deliberation, and they pinpoint CIR features that both aided and detracted from its overall quality. Their analysis concludes by making recommendations for future applications of their theoretical model and evaluative framework and offering practical suggestions for future deliberative forums.

PUBLIC PRESENCE

Panelists assembled at the Newseum in Washington, DC, discuss the speech and march that changed America.

NCA Reflects on the 50th Anniversary of the March on Washington

Fifty years have passed since Martin Luther King, Jr., presented his famous "I Have a Dream" speech from the steps of the Lincoln Memorial. Since that hot August day in 1963, Americans from all walks of life have pondered, criticized, praised, and appreciated the power of King's words.

On July 29, 2013, a little less than one month prior to this milestone anniversary, NCA convened the panel discussion, "Media, Memory, and the March on Washington: How We Teach and What We Learn about the Speech that Changed America." Working in partnership with the Newseum Institute at the Newseum in Washington, DC, Communication scholars and journalists joined together to reach beyond the array of encomiums used to commemorate the golden anniversary to provide a different perspective.

During the 90-minute discussion, panelists shared insights on how the speech and the march have been portrayed, represented, and understood in the media, by journalists, and in popular culture. They provided perspective on how King's speech has been remembered and taught. They examined what the speech means to Americans and America, 50 years later.

Moderated by veteran journalist **Gene Policinski**, **Carole Blair** from the University of North Carolina at Chapel Hill, **Catherine Squires** from the University of Minnesota, and **Kirt Wilson** from the Pennsylvania State University joined journalists **Frank Bond** and **Richard Prince** (who attended the march with his family in 1963) for a dynamic discussion in the Newseum. The program was broadcast on C-SPAN3's American History TV.

Watch a video of the program at www.natcom.org/mlkprogram.

NCA's FIRST
100 YEARS

DC CONNECTIONS IN A
WORLD AT WAR
NCA'S 25TH ANNUAL CONVENTION
1940

When NCA gathers in Washington, DC, for its 99th Annual Convention later this month, it will be the first time in 30 years that the association has convened in the nation's capital. In all, NCA has met in Washington five times prior to 2013—in 1940, 1948, 1959, 1977, and 1983. The 1940 (December 30–January 2) meeting stands out—it was the 25th Annual Convention of what was then still called the National Association of Teachers of Speech (NATS), it brought 906 attendees to the nation's capital at a particularly perilous historical moment, and it featured a silver anniversary convention address by NATS founder and first President James O'Neill.

Keenly aware of the rapidly changing world around them, the organizers of the 1940 convention chose as the convention theme "Speech in the World Today." For a $2.00 registration fee, attendees were entitled to attend any of the four-day convention's sessions, several of which were "arranged to include a number of speakers from outside our own profession," according to the convention program. Sessions were offered on an array of topics, including radio, teaching speech in elementary schools, rhetoric, linguistic phonetics, and the role of the speech clinic as a social agency in national emergencies.

The association luncheon and Silver Anniversary Celebration commemorated the NATS founders and featured presentations by U.S. Senator Elbert D. Thomas (D-Utah), Brigadier General Lewis Hershey, and London Times correspondent Sir Wilmott Lewis, all speaking on the role of speech in national defense and international affairs, particularly in the context of the raging wars in Europe and Asia. A unique Washington, DC, experience brought NATS convention-goers to a White House reception one afternoon during the convention.

Noting that "The world today is a world that is meeting the threat of the most devastating attack upon the essentials of civilization that has come in centuries, if not in all history," James O'Neill asked his audience, "What have the teachers of speech to do with such a crisis?" In answer, O'Neill posited that speech training occupies a "unique space…in any rational system of education designed to prepare for life in a free society," and called on his colleagues to uphold "that great basic speech activity which is everywhere the primary instrument and preserver of human freedom—public speaking, debate, discussion, talking to groups of fellow beings, explaining, teaching, persuading, carrying forward the causes that must be carried forward in this way if men are to be free."

After days filled with visiting DC sites and attending meetings and panels, convention attendees in 1940 returned to their rooms in the historic Mayflower Hotel, for which they were paying anywhere from $4.00 to $8.00 a night. The convention program also featured a special section "For the Ladies" that highlighted shopping tours and a unique opportunity to glimpse the inner workings of the Mayflower Hotel kitchens.

Having grown from dozens of panels to thousands of presentations, and from a little over 900 participants to some 5,000 attendees, much has changed at the NCA convention since its 25th silver anniversary meeting in 1940. Certainly, the association's convention was a vastly different experience for speech teachers in 1940 from the one their disciplinary descendants will have nearly three-quarters of a century later, when they meet again in Washington, DC, in 2013. ■

NOTE

The September 2013 article "Tumultuous 1960s Spur Developmental Projects" omitted two points that may be of interest to readers. First, in addition to receiving funding from the Speech Communication Association and the National Endowment for the Humanities, the 1970 National Development Project on Rhetoric also received funding from the Johnson Foundation and the University of Wisconsin.

Second, the 1970 National Development Project on Rhetoric meeting at the Wingspread Conference Center included scholars of rhetoric from a number of disciplines besides Communication, including English and Philosophy. We would also like to correct the caption to the photograph accompanying the article. The conference shown in the photograph was the 1967 Wingspread Conference, not the 1970 Wingspread Conference.

WHAT'S HAPPENING IN THE NATION'S CAPITAL AND *WHY* IT MATTERS

As NCA prepares to welcome some 5,000 members and guests to the nation's capital for the association's 2013 Annual Convention, this issue of *Spectra* examines some of the challenges, opportunities, and advocacy concerns emanating from Washington and affecting colleges and universities, Communication scholars, and students.

Dozens of higher education associations, representing colleges and universities, academic disciplines, administrators, faculty, and students, are based in Washington, DC (including NCA). They work on a daily basis to serve their members, both with direct services and through myriad public advocacy efforts.

The Association of American Colleges and Universities (AAC&U) is one such group. Opening this special issue of *Spectra*, AAC&U President Carol Geary Schneider examines new potential definitions and measures of the "value" of a college education. In the face of such initiatives as President Obama's proposed College Scorecard, the higher education community must, Schneider contends, "reclaim and redirect the national dialogue about what matters in college." Schneider shares some of the work AAC&U has undertaken to ensure that quality and value are framed in the context of the learning "graduates need to succeed in a fast-changing economy, to contribute in a democratic and global society, and to pursue their own dreams."

One of the ways institutions impart critical knowledge is through humanities education and research. But, writes policy expert Kristen Clark-Hodge, "In the current political climate, as questions and concerns continue to mount among federal and state legislators about college costs, affordability, and student outcomes, the humanities are yet again on the chopping block." Many associations work in concert to protect funding for the National Endowment for the Humanities and other sources of federal support for humanities research and related activities. Clark-Hodge describes their efforts and aims, providing an insider's look at advocacy in Washington.

The complexity of policy issues is apparent in the staggeringly multifaceted student aid arena. More than 70 percent of U.S. undergraduate students use some form of financial aid to help pay college costs, and the resulting debt burden has grabbed the attention of the press and policymakers alike. National Association of Student Financial Aid Administrators (NASFAA) President Justin Draeger and NASFAA Policy Analyst Jesse O'Connell provide an overview of federal programs and then break down student aid issues into three themes: indebtedness, information, and innovation.

Finally, many humanities and social science researchers benefit from federal and non-federal grants. Communication Professor David M. Berube, Director of the Public Communication of Science and Technology project at North Carolina State University, is the recipient of several large and competitive grants in support of his research endeavors. He provides an explanatory primer on the grants landscape. Berube argues that "we need to train a new generation of humanists and social scientists who will work hand in hand with science and technology," and that by providing research opportunities, access to grant support is critical to such training.

We hope this issue of *Spectra* provides interesting context to those of you who will be traveling to Washington to attend our 2013 Annual Convention. ■

TAKING THE LEAD ON THE VALUE OF COLLEGE

By Carol Geary Schneider, Ph.D.

Standing together on the *educational* meaning of "value," we can provide much needed national leadership to the broader society about how students can make the most of their investment in college.

Never before has college learning been more important to students or society. While college once was seen as elective for most Americans, today postsecondary study has become necessary preparation for career success and for navigating the complexities of a modern, innovation-fueled, global society. Yet, paradoxically, we also live in a new era of anxiety about whether college is really "worth it" and, increasingly, of new pressures to make visible the "value" of college learning. But all too often, "value" is defined narrowly, mainly using such metrics as post-college salaries or the levels of student debt.

In August, the White House weighed in with a proposal to "rate college value" on such measures as degree completion levels, loan default levels, numbers of graduate enrollments, enrollment and success of low-income students, and salary data. The purported goal of this rating system—called a College Scorecard—is to increase underserved student access to meaningful educational opportunity and guide federal funding such as Pell grants to institutions that do a better job with this mission.

Beyond a doubt, the goal is worthy. But the administration's quest to create scoring algorithms that take account of the huge differences across our broad-access institutions and more selective campuses will predictably—and regrettably—bring together the worst in metrics complexity and in academic politics.

This will be a costly effort in every possible way. While the production of the scorecard undoubtedly will consume extraordinary amounts of time, effort, and anguish, I seriously doubt it will provide much benefit to the many students who currently are floundering rather than flourishing in their pursuit of education and meaningful opportunity. Indeed, over time, the scorecard may damage higher education by focusing institutional attention much too narrowly on what economists briskly term "throughput" and economic "return on investment," rather than on the quality of educational accomplishment.

From where I sit, President Obama's scorecard initiative is especially troubling because it touts itself as an effort to calculate the "value" of college while it leaves actual learning out of the equation. Federal officials have told me that the decision to count graduate degrees is a nod to "other dimensions of value," but this argument only underscores the educational impoverishment of the administration's entire approach to higher education. There's much that needs fixing in our financial aid system, and the federal government is right to take a fresh look at it. But we don't need byzantine and politically negotiated scoring systems to help institutions and students make better and more accountable use of the federal funds invested in higher education.

HOW DO WE DEFINE "VALUE" IN HIGHER EDUCATION?

In this article, I contend that higher education does not need to stand by and simply acquiesce, however reluctantly, in the imposition of arcane and potentially counterproductive metrics for reporting the "value" and "worth" of a college education. On the contrary, the higher education community as a whole has spent more than a decade developing the elements of a robust 21st-century framework for describing, developing, and documenting significant student learning. NCA's pending Lumina-funded work on "tuning" the aims and intended outcomes of Communication Studies is part of this larger effort—visible across the continuum of higher education—to clarify the most important goals for student accomplishment and to strengthen and document our progress in helping students achieve them.

Standing together on the *educational* meaning of "value," we can provide much needed national leadership to the broader society about how students can make the most of their investment in college. Equally important, we can put this quality framework to good use on our own campuses and in our own departments and programs, both to show what our students actually are accomplishing and to focus campus efforts on areas of learning that need improvement.

THE COMPONENTS OF A 21ST-CENTURY FRAMEWORK FOR QUALITY AND VALUE

The quality framework higher education already has produced includes five crucial components:

Essential Learning Outcomes—Clear and compelling goals and intended educational outcomes for 21st-century student learning, endorsed by educators and employers alike

Evidence-based Practices, frequently called "high-impact practices"—Practices that help students achieve the essential learning outcomes

Authentic Assessments—Milestone and cumulative assessments, anchored in the curriculum students complete, that demonstrably show what students can do with their learning

Purposeful Curricular Pathways—Pathways guided by qualified faculty that are keyed to the intended learning outcomes and rich in high-impact practices

Equity Evidence—Tools that show whether students from different backgrounds are equitably achieving the essential learning outcomes and equitably participating in high-impact practices that help them achieve the expected learning

Since 2005, AAC&U's Liberal Education and America's Promise initiative (LEAP) has taken a leading role in highlighting and promoting the component elements of this framework for quality and value. (For details, see www.aacu.org/leap.) But it's important to underscore that AAC&U did not create the component elements of the quality framework outlined above. The creative work on quality and value has been led across higher education by faculty, staff, and academic administrators who saw that too many students were underachieving and who wanted to help today's students get a better education.

The role of AAC&U's LEAP initiative has been to synthesize and publicize work that had already begun on campus and to rally expanded efforts to advance powerful forms of learning for all students, not just a few. Recently, Lumina Foundation joined the cause by commissioning a Degree Qualifications Profile, which translates this broad framework into expectations for student accomplishment at the associate degree level, the bachelor's degree level, and beyond. NCA's pending

We need to reclaim and redirect the national dialogue about what matters in college. And we need to do so in ways that honor our mission and meaningfully serve our students.

work on "tuning" Communication is part of this ongoing national effort to translate broad goals for student learning and high-impact practice into specific goals and curricular pathways within and across the discipline so that students successfully achieve the intended learning.

My hope now is that educators will rally around this contemporary vision for value and quality. We need to reclaim and redirect the national dialogue about what matters in college. And we need to do so in ways that honor our mission and meaningfully serve our students.

In what follows, I explore 1) core components of this 21st-century framework for quality and transparent student accomplishment; 2) the implications of this framework for reporting meaningful indicators of "value"; and 3) ways individual departments could apply this quality framework to their own efforts at documenting student accomplishment and advancing needed improvements.

I invite you to read my analysis evaluatively. Higher education's work on quality is much more advanced than we often recognize, but it is, nonetheless, "work in progress." We need everyone's help in making that work the best it can be.

PREPARING *ALL* STUDENTS FOR A COMPLEX AND INTERCONNECTED WORLD

All too often, discussions of quality and value begin at the wrong end, with a rather desperate search for usable metrics and measures (the exact quest that the White House has just announced) rather than a big-picture consideration of the larger purposes of education. I contend that the right context for considerations of quality is attention to the ways in which individuals put knowledge to use. We need to know what we're trying to achieve before we decide on ways to assess progress.

How does higher learning help individuals advance their own most important goals? How does higher learning best serve the needs of a democratic society and a globally engaged world power? What kinds of learning prepare students to contribute and succeed in the economy of their time?

These are complex questions, but LEAP frames the answers in clear and accessible terms. A quality education for 21st-century Americans helps individuals develop the knowledge, skills, and judgment they need to 1) navigate an innovation-fueled economy; 2) participate knowledgeably and responsibly in their own democracy and in the larger world community in which the United States wields enormous influence; and 3) pursue their own goals for personal flourishing, or, as Thomas Jefferson put it, their own "pursuit of happiness."

In addition, a compelling framework for quality in 21st-century American society needs to directly address the challenge of "making excellence inclusive." In turn, this requires a willingness to face and change the reality that, for most of our history, educational "excellence" and educational "exclusivity" have been seen as virtually synonymous. Yet we can scarcely hope to provide or report true "value" from higher education if we literally reserve our most powerful forms of learning only for the few.

From top to bottom, education in U.S. society is and always has been deeply stratified—with world-class learning opportunities for some, and far too much rote and superficial training for many others. The stratifications built into our system are income-inflected. Whatever their race or ethnicity, the poor are much more likely than the fortunate to receive an education that is shorter, narrower, and less likely to create long-term opportunity.

A compelling quality framework needs to be attentive, therefore, not just to the kinds of learning we need, but also to the core question of who is benefitting from high-quality learning and who is left behind. It will be radical indeed to make excellence our goal for all college learners. But democracy is, in truth, a radical idea, and a successful democracy seeks to create opportunity for all, not just opportunity for some.

THE QUALITY FRAMEWORK IN DETAIL: ESSENTIAL LEARNING OUTCOMES

What kinds of learning do graduates need to succeed in a fast-changing economy, to contribute in a democratic and global society, and to pursue their own dreams? Pressed by accreditors and their own sense of responsibility, thousands of campuses and their faculty already have asked and answered this question.

Simultaneously, employers also have weighed in on the kinds of learning they seek and reward. The striking result is a strong consensus, across all parts of higher education and between educators and employers, on a set of key learning outcomes that everyone regards as foundational both for participation in a fast-changing economy and for knowledgeable participation in our diverse and globally interconnected democracy. The LEAP initiative has highlighted this consensus, in part by paying attention to higher education's own espoused goals for learning and then, through a series of focus groups and national surveys, by showing that employers and educators are largely on the same page.

TABLE 1—AAC&U MEMBER INSTITUTIONS' LEARNING OUTCOMES FOR ALL STUDENTS

Knowledge of Human Cultures and the Physical and Natural World	
Humanities	92%
Sciences	91%
Social Sciences	90%
Global/World Cultures	87%
Mathematics	87%
Diversity in the United States	73%
United States History	49%
Languages Other than English	42%
Sustainability	24%
Intellectual and Practical Skills	
Writing Skills	99%
Critical Thinking	95%
Quantitative Reasoning	91%
Oral Communication	88%
Intercultural Skills	79%*
Information Literacy	76%
Research Skills	65%
Personal and Social Responsibility	
Intercultural Skills	79%*
Ethical Reasoning	75%
Civic Engagement	68%
Integrative Learning	
Application of Learning	66%
Integration of Learning	63%

Note: Nearly 80% of AAC&U member institutions surveyed reported that they had a common set of learning outcomes for all students. Percentages cited above are the percentage of those with campus-wide goals reporting that this outcome is one of the learning goals they have for all students. These data were generated as part of AAC&U's initiative, Liberal Education and America's Promise (LEAP). The four categories of learning outcomes correspond to a set of "Essential Learning Outcomes" developed as part of LEAP. See www.aacu.org/leap and Learning and Assessment: Trends in Undergraduate Education—A Survey Among Members of the Association of American Colleges and Universities (AAC&U and Hart Research Associates, 2009).

** The starred items are shown in two learning outcome categories because they apply to both.*

Tables 1 and 2 document the strong agreement between educators and employers on the kinds of learning students need from a college education, whatever their intended career. Table 1 comes from a 2009 study of AAC&U members' goals for student learning. The association's 1,300 members span all parts of postsecondary education: community colleges, liberal arts colleges, master's institutions, research universities, and special mission institutions. Half are public and half are private. Nearly half responded to this survey.

Eighty percent of responding campuses reported they had set goals for all students' learning, typically in the context of accreditation reviews. As Table 1 documents, the study found near-universal agreement that all students need 1) broad learning about science, society, culture, histories, and the arts; 2) the intellectual and practical skills basic to evidence-based analysis and reasoning; 3) civic, ethical, and intercultural knowledge and competencies, or what LEAP has termed "responsibilities"; and 4) integrative and applied learning.

As most educators will recognize, these essential learning outcomes build from the root traditions of liberal or liberal arts education, which has always fostered broad learning, reasoning and other "powers of the mind," and civic and ethical formation. But where earlier iterations of liberal education often celebrated "learning for its own sake," this 21st-century framework places strong emphasis on students' ability to put their knowledge to productive use, whether in their personal lives, in the economy, or in democratic and global communities.

As Table 2 makes clear, employers largely agree with educators on the kinds of learning that college should foster. They heartily endorse a rich mix of broad knowledge and strong problem-solving capacities and experiences.

Table 2 comes from the most recent LEAP employer study, *It Takes More than a Major,* which was released earlier this year. Read in its entirety, this study shows that employers prize and recommend 1) a combination of broad and specialized learning; 2) the same intellectual skills that educators endorse; and 3) a strong emphasis on ethical, intercultural, and civic responsibility. Overwhelmingly, they agree that students' development of strong intellectual skills is more important for long-term career success than the content of their particular major. In this particular study, employers further report that when they are down to the final judgment about competing job candidates, they give the nod to those with notable strength in diversity, ethical responsibility, and problem solving.

By a ratio of six to one, employers also say they prefer "depth and breadth" to depth in a specific field of study alone. Noting that capacity for continuous innovation and adaptation is indispensable for the vitality of any economic organization, they readily see the connections between broad, multi-dimensional learning and their own success with innovation and creativity. "We don't want employees who are locked into mental cubicles," one employer focus group told AAC&U. Employees who can't adapt to change almost certainly will be left behind.

HIGH IMPACT PRACTICES AND AUTHENTIC ASSESSMENTS

It's one thing to say we want all students to achieve, for example, strong skills in critical thinking, analytical reasoning, and collaborative problem solving. It is another thing entirely to help students successfully develop these complex capacities. Here, too, however, higher education has been hard at work either inventing or expanding practices that demonstrably help students master the arts of evidence-based inquiry, reasoning, and analysis. These practices form a core component in a 21st-century framework for quality. They also can play an important role in assessment.

When AAC&U launched the LEAP initiative in 2005, we pointed out that higher education was awash in such reform movements as first-year seminars, learning communities, writing-across-the-curriculum, service learning, undergraduate research, internships, diversity and global studies, capstone courses and projects, and more. Faculty had promoted these curricular and pedagogical reforms because they saw that students needed active and ongoing practice in dealing with complex questions and in applying their learning to new and unscripted challenges.

Subsequently, George Kuh, then head of the National Study of Student Engagement (NSSE) and a member of the LEAP National Leadership Council, helped produce compelling evidence showing that when students participate frequently in these forms of learning, they report higher levels of achievement on the "essential learning outcomes" and are more likely to persist in college. In other words, these several reform movements were, collectively, "high impact" in their educational benefits for students. Subsequent AAC&U research using state-level data has demonstrated the importance of *multiple* experiences in the so-called "high-impact" practices. Or, to put it differently, faculty members' own judgment about the kind of practice students need in college has been entirely accurate. Students' own effortful work, supervised by faculty, demonstrably leads to higher levels of college persistence and completion, and to higher achievement of essential learning outcomes.

TABLE 2—EMPLOYER PRIORITIES AND CONSENSUS 0N COLLEGE LEARNING OUTCOMES

Knowledge of Human Cultures and the Physical and Natural World	
Broad knowledge in the liberal arts and sciences	80%**
Global issues and knowledge about societies and cultures outside the U.S.	78%**
Knowledge about science and technology	56%*
Intellectual and Practical Skills	
Critical thinking and analytic reasoning	82%*
Complex problem solving	81%*
Written and oral communication	80%*
Information literacy	72%*
Innovation and creativity	71%*
Teamwork skills in diverse groups	67%*
Quantitative reasoning	55%*
Personal and Social Responsibility	
Problem solving in diverse settings	91%**
Ethical issues/public debates important in their field	87%**
Civic knowledge, skills, and judgment essential for contributing to the community and to our democratic society	82%**
Ethical decision making	64%*
Integrative and Applied Learning	
Direct experiences with community problem solving	86%**
Applied knowledge in real-world settings	78%*

Note: These data are taken from *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, a report on findings from a 2013 survey of employers conducted for AAC&U by Hart Research Associates. For a full report on this survey and earlier reports on employer views, see www.aacu.org/leap.

** indicates percentage of employers who "strongly agree" or "somewhat agree" that, "regardless of a student's chosen field of study," every student should attain this area of knowledge or skill.

* indicates percentage of employers who say they want colleges and universities to "place more emphasis" on this area of knowledge or skill.

Assisted by hundreds of faculty members across the country, LEAP has developed and validated "scoring guides" or rubrics for most of the essential learning outcomes (www.aacu.org/VALUE). In partnership with several state systems, LEAP is testing ways to use these VALUE rubrics to assess and document students' progress and achievement on selected learning outcomes. Over time, we hope to move students' own authentic work—likely captured in e-portfolios—to the center of the assessment question. In our view, this would be far superior to the current use of tests that are largely disconnected from the curriculum as the public measure of student learning and accomplishment.

PURPOSEFUL CURRICULAR PATHWAYS AND EQUITY EVIDENCE

The ultimate key to students' educational accomplishment is, of course, the standards that faculty set for their own educational programs. In my view, this is where our commitment to quality and value needs to be anchored. The essential learning outcomes described in Tables 1 and 2 will be achieved only when departments and programs foster them, intentionally and cumulatively, across the students' entire course of study. And, concurrently, we'll only know how well our students are achieving key learning outcomes when we take a close look at samples of their work, from the first to the final year, and evaluate those samples for evidence of students' progress in mastering the essential learning outcomes.

We'll also need to take a close look at the equity evidence. Consider, for example, research experiences. Most scholars would agree that students need active practice in defining a research question, developing an inquiry strategy, engaging diverse perspectives on the question, and reporting the results of their investigations. Numerous studies also show that students who conduct academic research are more likely to complete college.

TAKING THE LEAD ON WHAT MATTERS IN COLLEGE

LEAP was already working on the framework for quality and value outlined above before President Obama announced his new scorecard initiative. Our work on a quality framework, funded by Lumina, is still being developed. We see our approach to quality and value as work that can and must be developed in concert with faculty from all parts of higher education.

I do not mean to suggest that the Obama administration should drop its current plans for an economic indicators scorecard and use the framework outlined above in its place. I don't believe any "work in progress" ought to be imposed arbitrarily on the entire higher education community.

I do believe, however, that higher education has made sufficient progress in defining the component elements of a high-quality education and, as a result, that we can provide active leadership in redirecting and significantly enlarging the national dialogue on quality and value. We cannot settle, as a nation, for using loan default ratios and early salary data as the primary metrics for the "value" of college.

As a nation, we have a strong stake in the level and quality of students' actual learning. When it comes to learning, let's not sit idly by and settle for meager and depressingly misleading metrics. Democracy and our students need and deserve much more. ■

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DEFENDING THE *Humanities* ON CAPITOL HILL

By Kristen N. Hodge-Clark, Ph.D.

> "The humanities are devoted not only to preserving the monuments of the past, but also to navigating the shifting terrain of all historical knowledge…Yet the humanities have myriad advocates—among conservative organizations and columnists, and among politicians, but also at universities themselves—of a heritage preserved in amber, of humanities disciplines largely frozen in time."—Cary Nelson, President Emeritus, American Association of University Professors

It's no secret that the humanities disciplines have, for many years, been under attack, both within and outside of the academy. Reservations about the value, contributions, and relevance of these disciplines within higher education and research are the basis of most arguments. In the current political climate, as questions and concerns continue to mount among federal and state legislators about college costs, affordability, and student outcomes, the humanities are yet again on the chopping block. Just a few of the major news headlines lamenting the state of the humanities include "In an Era of High-Costs, Humanities Come Under Attack," "Save the Humanities—From Themselves," "In Tough Times, the Humanities Must Justify Their Worth," and "The Decline and Fall of the English Major."

Many people are unaware that inside the Washington, DC, beltway and beyond the halls of Capitol Hill, several leading organizations and higher education associations are championing humanities education and research. Collectively, they represent the countless voices and untold stories from universities, colleges, faculty, students, museums, and the like about how and why the humanities are vital to our nation's well-being and global competitiveness.

Among the key players in Washington that regularly advocate on behalf of the humanities, the National Humanities Alliance (NHA)—a coalition composed of more than 100 national, state, and local organizations, institutions, and associations—is the umbrella organization leading many of the targeted efforts. In this capacity, NHA convenes a monthly humanities working group of DC-based national organizations, including the American Academy of Arts and Sciences, Federation of State Humanities Councils, the Association of Public and Land-grant Universities, the American Alliance of Museums, and the Association of American Universities (AAU), to discuss policy, outreach strategies, and most important, the federal budget and appropriations. Together, these organizations are the shepherds, defending their flock—otherwise known as the humanities—and creating proactive strategies for growing and sustaining these fields.

My fortuitous venture into this arena, as a proponent for the humanities, was in many ways a natural fit. A humanist by training, and the beneficiary of several humanistic fellowships, I was well-positioned to take on humanities advocacy when the opportunity arose while I was serving as an American Council of Learned Societies (ACLS) Public Fellow for AAU. Ironically, the ACLS Public Fellows program was designed to demonstrate that the knowledge and skills acquired by humanities doctoral recipients are applicable beyond the academy. Some might say I was a walking poster child for the humanities in more ways than one. Although I was armed with personal insights and a breadth of knowledge about humanities research, I very quickly learned that the nature of advocacy in DC required both knowledge capital and social capital about the political landscape and its key players.

Advocacy efforts in the nation's capital are complex, sometimes esoteric, and in many ways routine. The fundamental rules of the road most often entail engaging a broad network of stakeholders and building a clear and coherent case for why a particular issue is important, beneficial, or harmful to the vitality of our nation and its citizens. Standard practices include constituent letter campaigns and other regular correspondence, as well as meetings with congressional staff about key legislation or appropriations. Advocacy work for the humanities is no different.

Imagine the target areas of humanities advocacy in DC as a series of concentric circles, with the National Endowment for the Humanities (NEH) at the center among other federal agencies. As the leading source of federal support for humanities research and related activities, NEH provides critical grant funding for the activities of hundreds of educational institutions, nonprofit organizations, and individual scholars nationwide. For those of us who represent the higher education community, NEH provides our institutions and faculty with tremendous research resources and support that is imperative to the advancement of our work in the humanities. For example, the digital humanities, a new and growing body of innovative scholarship that preserves our nation's most vital historical artifacts, has flourished because of sustained support from NEH.

In addition to research, NEH also provides a host of professional development workshops and programs for thousands of professors and K–12 teachers to the benefit of nearly 1 million students.

Despite the vital contributions of NEH, funding for the agency over the past decade has diminished each year. Most recently, the House Appropriations Committee proposed to cut NEH's budget by an astounding 49 percent for FY14, a decrease that would have a devastating impact not just on the humanities community, but on our entire nation.

The crux of our work both as individual organizations and as members of the NHA Humanities Working Group is to advocate for sustained federal support for NEH. To do so, we devise a range of strategies to leverage the power and collective voice of our respective membership bodies, develop briefs and other talking points that outline our funding priorities for NEH, and organize congressional briefings. This year already, NHA, NEH, and the American Alliance of Museums have each sponsored congressional briefings on Capitol Hill to highlight the ways in which the humanities spur economic growth, create solutions to the grand challenges facing our nation (national security, for example), and demonstrate the valuable impact of NEH grant-funded initiatives.

In addition to this work, NHA annually sponsors *Humanities Advocacy Day.* This event brings together national stakeholders and state delegations for information sessions about the current state of NEH funding, advocacy training, and Capitol Hill visits to encourage Congress to increase funding for NEH and other humanities agencies and programs.

Beyond the collective work and support for NEH that each of the NHA Humanities Working Group organizations provides, the outer rung of the concentric circle involves advocacy efforts for humanities education writ large. The skills and competencies acquired from a robust humanities education—critical thinking, ethical reasoning, and written and oral communication, among others—are vital to building a competitive workforce. Despite countless reports citing these skills as highly desirable among most employers, the humanities are not regarded with the same esteem as the science, technology, engineering, and math (STEM) fields.

The skills and competencies acquired from a robust humanities education—critical thinking, ethical reasoning, and written and oral communication, among others—are vital to building a competitive workforce.

In June, the American Academy of Arts and Sciences released a report, *The Heart of The Matter*, commissioned by Senators Lamar Alexander (R-TN) and Mark Warner (D-VA) and Representatives Tom Petri (R-WI) and David Price (D-NC). The report decried the unintended consequences of decreased support for the humanities and outlined the ways in which the public, non-profit, and private sectors can use the humanities fields to foster innovation and build a nation of citizens who are equipped with the 21st century skills, insights, and understandings needed to successfully navigate a knowledge-based, global economy.

Additionally, this summer, NEH released a series of reports detailing the impact of its grant awards on four specific groups: youth, Native Americans, veterans, and rural communities. Each report chronicles how several different NEH-funded initiatives fuel innovation, increase communication, and strengthen communities in unique ways. For example, the Warrior-Scholars Project—a rigorous two-week college preparatory workshop for veterans that was developed by three students from Yale University with a grant from NEH—is helping ease the transition from active duty to higher education by equipping veterans with the skills they need to excel in college. Since its inception in 2012, the program has achieved great success among its participants. By 2014, the program will expand to additional campuses.

Much of the advocacy work for these types of reports first involves collaborating with the authors to devise outreach strategies for widely disseminating report findings. Typically, each NHA Humanities Working Group association or organization notifies its members about any forthcoming or recently released report(s) through email alerts, meetings, and other correspondence. Those members in turn are asked to share this information with their own constituencies (e.g., faculty, administrators, curators, state humanities councils, and students). As one additional measure, we also may ask our respective members to issue a statement or write an op-ed in support of a report's findings. This very comprehensive approach to advocacy allows us to broaden the reach of such reports and continue to build our platform in support of the humanities. Because of this broad platform, advocates of the humanities are able to create meaningful change. ■

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RETHINKING STUDENT FINANCIAL AID TO INCREASE ACCESS

By Justin Draeger and Jesse O'Connell

Last year, more than 100 universities listed tuition, fees, and room and board costs in excess of $50,000. While this "sticker price" in no way reflects the price most students and parents pay after factoring in grants, scholarships, and other discounts, this staggering statistic illustrates the formidable challenge students and families face when thinking about how to pay for college. But even in the face of these high costs, economists continue to stress that postsecondary degrees are critical to our individual and collective success.

Knowing that college costs consistently have been rising and that attaining a degree remains an economic imperative, it should come as no surprise that today, more than 70 percent of U.S. undergraduate students use some form of financial aid to help pay for college. After taking into account the number of Americans currently using financial aid or with outstanding federally subsidized loans, federal student aid is now the largest public benefit program. Given this impact, understanding the policy issues surrounding student financial aid and college costs is more important than ever. Current policy discussions about student aid and college costs can best be described in terms of three themes: indebtedness, information, and innovation.

OVERVIEW OF THE FEDERAL STUDENT AID PROGRAMS

The Federal Pell Grant Program is the cornerstone of the federal student aid programs. The grant is a means-tested program, based on a student or family's financial resources, that provides money directly to undergraduate students to use at any eligible institution. Students also turn to federal loan programs to fund their education; the Direct Subsidized Stafford loan is a means-tested program that features a low interest rate and does not accrue interest while the student is in school. The Direct Unsubsidized Stafford loan is available to all students, regardless of need, but does accrue interest while the student is in school. The Stafford loan program has relatively low loan limits, however, so many students and parents also utilize the PLUS loan program, which permits borrowing up to the cost of attendance. Finally, students can receive financial assistance through "campus-based" programs, which include the Supplemental Educational Opportunity Grant (SEOG) and the Federal Work-Study (FWS) Program. Both of these programs require a student to have demonstrated financial need. Taken together, these programs help nearly 16 million students achieve their postsecondary aspirations every year.

NUMBER OF STUDENTS, AVERAGE AWARD, AND TOTAL DOLLARS AWARDED BY FEDERAL FINANCIAL AID PROGRAM, 2011–2012

Program Name	Recipients 2011–12	Average Award 2011–12	Total Volume 2011–12
Pell Grant	9.3 million	$3,833	$34.5 billion
SEOG Grant	1.6 million	$620	$736 million
Direct Subsidized Stafford Loan	9.4 million	$3,644 ($7,785 graduate students)	$40.0 billion
Direct Unsubsidized Stafford Loan	8.8 million	$4,066 ($11,432 graduate students)	$45.9 billion
Direct PLUS Loan	1.2 million	$12,575 (parent), $19,958 (graduate students)	$18.2 billion
Federal Work Study	0.7 million	$1,668	$1.36 billion

The number of students, average award, and total dollars awarded in each federal financial aid program in the 2011–12 academic year, the most recent year for which complete data are available. *(Source: U.S. Department of Education)*

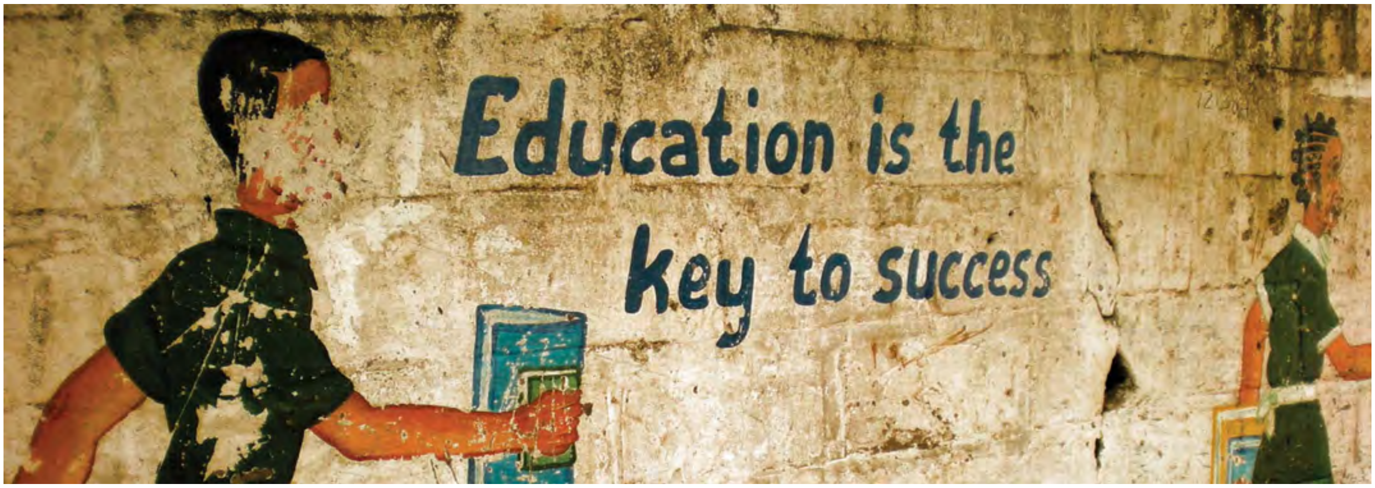
A moderate amount of borrowing for a postsecondary education remains a prudent decision. In fact, bachelor's degree recipients in the class of 2011 came away with an average debt of $26,500, a manageable amount in repayment considering the value of their increased economic prospects.

INDEBTEDNESS

The issue of student debt and the trillion-dollar student debt "bubble" has received a great deal of recent media attention. Unfortunately, anecdotal stories focused on statistical outliers are driving much of this interest. These extreme cases certainly grab and hold the public's attention, but they conceal the fact that a moderate amount of borrowing for a postsecondary education remains a prudent decision. In fact, bachelor's degree recipients in the class of 2011 came away with an average debt of $26,500, a manageable amount in repayment considering the value of their increased economic prospects.

That's not to say that the financial aid community is unconcerned about dramatic increases in student loan borrowing, particularly as a result of stagnant federal investment, rising college costs, and state disinvestment (which pushes the burden of these costs increasingly onto students and parents). In 1975, states picked up 60 percent of the bill for a year in college, while families shouldered only a third of the cost; today states pay only a third, with families left to pay 50 percent, and that proportion is rising. Even as the federal government has increased its investment from 7 percent to 16 percent since 1975, the primary responsibility for paying for college has shifted away from the public to students and parents, according to David H. Feldman, Chair of the Economics Department at the College of William & Mary and co-author of *Why Does College Cost So Much?*"

Last year, in response to these concerns, the National Association of Student Financial Aid Administrators (NASFAA) assembled multiple task forces of aid administrators and economists from all sectors of postsecondary education to tackle issues of student debt and college affordability. A task force examining student indebtedness offered recommendations that would have an impact on all aspects of the lifecycle of the student borrower: pre-borrowing, in-school, and repayment. The group's recommendations included increasing counseling requirements; giving institutions greater authority to set lower loan limits for certain borrowers; separating the Grad PLUS and Parent PLUS loan programs to better meet the needs of borrowers; tightening loan underwriting standards—that is, the detailed credit analysis preceding the granting of a loan—for parents; standardizing loan servicing policies and procedures; and implementing a "variable-fixed" interest rate tied to the annual market rate.



The last recommendation came to fruition in relatively short order, as Congress and President Obama came together at the end of the summer to pass the Smart Solutions for Students Act. The debate over student loan interest rates was important and ultimately reached a conclusion that will benefit all borrowers: rates will now be aligned with the market and reflect the government's cost of borrowing rather than an arbitrary rate set far in advance by statute. But the specific interest rate on student loans is not the primary engine of rising student debt; we now must turn the conversation back to more critical issues about college costs and student borrowing behavior.

Indeed, as students and families borrow at an increased level, the instrument to which they've frequently turned has been the federal PLUS loan, which allows borrowing up to the full cost of attendance, including tuition and fees, room and board, travel expenses, and personal expenses. Having a credit tool for parents who choose to have a role in the financing of their child's college education is essential, yet the PLUS loan has become a prime culprit of dramatically increasing levels of student debt. NASFAA's Task Force on Student Indebtedness recommended that PLUS loan underwriting standards be tightened for new borrowers (so as not to disrupt current enrollments). The U.S. Department of Education will consider this item during an upcoming negotiated rulemaking session.

Students also face challenges when they enter into repayment on their student loans. Currently, students can choose from a mind-boggling number of federal repayment programs: standard, graduated, extended, income-based, income-contingent, income-sensitive, and Pay As You Earn.

With so many plans to meet the needs of every conceivable student loan borrower, one is left to wonder why one out of every five borrowers still ends up in default. Volume does not mean value, and far from being beneficial to students, having so many choices creates confusion and often leads to students not choosing the optimal repayment plan for their situation.

Ultimately, the Department of Education must work with Congress to develop a unified, streamlined, and straightforward repayment program that can serve all students in a simple manner, with particular consideration to a program that automatically enrolls all students in income-based repayment. If all students were enrolled in such a plan, inability to repay would no longer result in default. Default rates would decrease dramatically, as would the harmful consequences to students and the burden on taxpayers that result from defaulted loans. The Earnings Contingent Education Loans Act (ExCEL Act), introduced by Rep. Tom Petri (R-WI), is one such proposal to overhaul the student loan system, with the goal of enabling students to make smaller payments early in their careers when they earn less, and to pay more as they advance professionally and earn more. Students who wish to pay more than required by their income would be able to do so without penalty under the proposed law.

BETTER INFORMATION

To take full advantage of financial aid programs, students and families need the right information at the right time. This information can be broken down into two key categories: award notification and consumer disclosure.

Award notification, the process whereby a school informs a student about his or her financial aid award, has received attention recently from the Obama administration and Congress. The White House recently introduced voluntary, standardized forms for institutions to use. Some members of Congress are examining a single standardized disclosure that all schools would be required to use. Colleges strongly agree with the sentiment that students and parents should receive clear, concise, and accurate information about the financial aid they will receive, but have found through consumer testing that using a one-size-fits-all form often creates additional confusion for specific types of students.

Currently, discretion is given to institutions to craft award letters that will best meet the needs of the students and families they serve. While there is certainly room for improvement, standardizing all aspects of an award notification through a mandated federal form would not equally meet the needs of all students and families. For example, some families are only interested in the billable amount owed to the school, while others are more interested in how to obtain money for non-billable living and commuting expenses.

NASFAA recently commissioned an independent study showing that standardization efforts such as the "Shopping Sheet" from the Department of Education are no more or less confusing to parents than current award letter models. Rather than standardizing the award letter, we should seek to standardize content, terminology, and definitions, while preserving flexibility in format and delivery. This will allow families to better compare notifications from different institutions, while allowing these institutions to highlight their specific benefits.

In fact, the entire consumer disclosure process should be reviewed and revamped from top to bottom using statistically sound consumer testing. The Title IV federal student financial aid programs require more than 66 separate pieces of consumer disclosure. When stacked, they create a pile of paperwork that is more than six inches high. In reducing this excessive reporting burden, the type, timing, and method of disclosure all must be reviewed. Unfortunately, current policy trends in consumer disclosure are going in the wrong direction. Every few weeks, lawmakers introduce new proposals for disclosures without any sense of their purpose, effectiveness, or ways they interact with one another.

To date, discussions about consumer disclosure policy suffer from information asymmetry; that is, disclosures focus heavily on college costs but provide limited information about outcomes. Data on employment and earnings will help students make more informed choices, which in turn should have a positive impact on their borrowing behavior.

The timing of when students receive this information also must be examined. In addition to raising awareness of the various federal student aid programs, early notification and application programs can help disadvantaged students understand that college costs need not be a barrier to a postsecondary degree. While sticker prices, or the total prices published by institutions for postsecondary programs, often appear staggering, they do not actually reflect the price students and parents pay. After taking into account grants and scholarships, most students pay a much lower net price. Yet too often, students abandon their college dreams early in their educational journey because of a misinformed perception that college is unaffordable.

INNOVATION AND COLLEGE COSTS

Technological advances have not reduced college costs as they have in other industries. Campuses feel constant pressure to invest in new technologies that enable faculty to keep instruction on the cutting edge and prepare their students for the most current techniques in their disciplines, yet these investments increase costs. In turn, the spread of new technology drives up demand for educated labor, raising costs in any industry reliant on such labor, which includes higher education. According to Feldman, these types of technological forces have driven up college costs even as technology has lowered costs in many other industries.

While cost savings from technological progress have been slow to manifest, innovation of another sort has come to higher education, both in the delivery method of a degree and in how we assess learning. Massive open online courses (MOOCs), competency-based learning, and prior learning assessment are all intriguing trends that could lower college costs and speed time to degree, but our current federal student aid system is ill-equipped to adapt to these latest innovations. Our challenge will be to carefully explore and consider how we can mold and shape student aid to meet the needs of nontraditional students who are enrolling in nontraditional programs. Indeed, we must recalibrate how we define our college-going population. Policy that may have well served the traditional college student often has unintended consequences in the current landscape, where students are on average older and demonstrate a wide variety of enrollment patterns across all education sectors.

Innovations needed in federal student aid include allowing students to receive a larger Pell Grant for enrolling in additional coursework each semester; giving students more control over the pace of their programs by giving them a sum total of financial aid to be used over the course of their educational pursuits; and allowing students and families to use prior prior-year income—that is, income from two years earlier—when completing their financial aid application (rather than the prior-year information currently used). This would enable students to submit their Free Application for Federal Student Aid (FAFSA) sooner and receive information about their eligibility earlier.

All accumulated data show that a postsecondary degree leads to better jobs, better lives, and a better economy. Our collective goals should focus on keeping loan indebtedness in check, ensuring adequate funding for higher education, delivering clear information to allow students and families to make good decisions, and adapting financial aid to meet the changing innovations on campus. ■

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THE GRANT *land$cape* FOR COMMUNICATION SCHOLARS

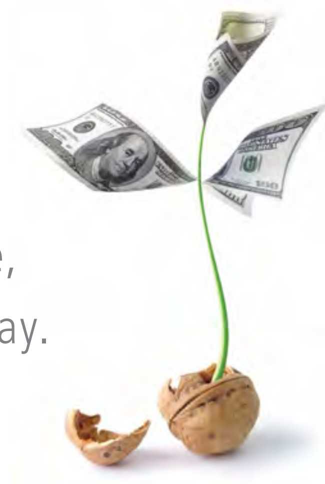
By David M. Berube, Ph.D.

Communication scholars have a number of opportunities to secure external funding support for research in the humanities and the social sciences. While external funding is not for everyone, it can be beneficial in producing funding for graduate students, for colleges and departments in these difficult financial times, for scholars to be released from teaching so they can focus on research (release time money often goes directly to departments), and for scholars seeking to supplement their salaries with grant-related summer money, personnel, and travel budgets.

However, grants have professional costs: tenure and promotion evaluations do not tend to place much value on grant writing or solicitation (and converting grant solicitation text into an article or a chapter is not as easy as it sounds despite what you may have heard), control over your scholarship arc may be relinquished as grants can very easily drive grantees rather than the other way around, and much of your "free" time may be lost to administrating grants, managing staff and budgets, and writing annual reports.

Moreover, the recent economic crisis has made the process of soliciting and securing grants more challenging. Indeed, even before the 2008 recession, securing a grant was more difficult than getting published, and the subsequent malaise has worsened the situation, skewing the ratio further against grant seekers. Nevertheless, a number of opportunities exist, including non-federal grants and a highly competitive private philanthropic market driven mostly by specific mission statements that guide what organizations are willing to fund. State historical societies, for example, may support a scholar who is interested in discovering something about a historical event or even a current public issue associated with that specific state. The Frey Foundation

External support for research… is a zero-sum game, and sharp elbowing seems to be the tactic of the day.



in Minnesota and the Woodruff Foundation in Georgia tend to focus on state research activities. Private foundations such as Robert Wood Johnson, Bill and Melinda Gates, and others have missions dedicated to improving public health and welfare.

Corporate foundations also provide funding opportunities. The American Honda Foundation supports minority youth programs. The Intel Foundation supports math and science education. Others are much more ambiguous in what they support: the RGK Foundation seeks to advance knowledge, improve society, and realize human potential. While these foundations offer smaller grants, the grants often can be less demanding administratively, resulting in more of the award going to the research component than to indirect costs.

In addition, public external funding is increasingly competitive. This market is dominated by the National Institutes of Health (NIH), the National Science Foundation (NSF), and to a lesser extent the National Endowments and government agencies such as the Departments of Homeland Security, Defense, and Commerce. There are new sources for funding such as the Advanced Research Projects: ARPA-E (in energy) and IARPA (in intelligence), both of which invest in high-risk/high-payoff research programs. However, some sources have been restricted such as the NSF decision to cancel the entire political science grants cycle this year. Nonetheless, for most of the scholarly Communication community, the primary sources of funding are the NIH and the NSF.

Since 1997, when Congress last passed a federal budget, these agencies have been funded under continuing resolutions. The actual 2012 NSF budget was $7.1 billion, the 2013 estimate was $6.9 billion, and as of August 1, the 2014 budget request is $6.2 billion. The actual 2012 NIH budget was $30 billion, the 2013 estimate is $28.4 billion, and the 2014 budget request is $32 billion. Of course, authorizations, appropriations, and allocations can be very different. Along with medical research, President Obama's priorities include advanced manufacturing, clean energy, climate change, STEM education, and "the brain."

NIH and NSF budget allocations are the subject of much speculation nearly every year, although the NIH tends to fare better. The tug of war for congressional support tends to favor natural scientists associated with public health and well-being as well as medical research. Humanists and social scientists, who are funded predominantly by the NSF, face a different problem altogether. Consider Rep. Eric Cantor's (R-VA) recent remarks to the American Enterprise Institute. He called for cutting federal funding for research in the social sciences, with the goal of "reprioritizing existing federal research spending." According to Cantor, "Funds currently spent by the government on social science—including on politics of all things—would be better spent helping find cures to diseases." Cantor and many of his colleagues in both houses of Congress believe social science is not science, as evidenced by their efforts to cut NSF behavioral and social science research in 2009.

Cantor is hardly alone in his rejection of social science as a method-based search for truth. The following quote from Rep. Dana Rohrabacher (R-CA) has haunted me for years. When asked about social and behavior research and its roles in studying the hard sciences, he said, "It sounds like to me you are putting all of the sociology and literature majors in charge of defining the goals of the engineering and science majors. Am I the only one who is skeptical of the social sciences here? We're injecting bureaucracies into the sciences" and bureaucracies are good at "transforming pure energy into solid waste.... You'll be giving a forum to the very nuts you are trying to overcome."

However, social sciences have a role to play. A June website post from the American Association for the Advancement of Science makes a powerful case for social science research in policy analysis and assessment. According to its author, University of Michigan's Arthur Lupia, the methods of the social sciences are transparent and aim to allow others to reproduce the results. These disciplines help lawmakers and the public understand policy. He explains: "When people's lives and livelihoods are at stake, it's not enough to spin a good yarn. At these moments our nation benefits from distinguishing false stories from explanations that are consistent with precise logic and the best available evidence." He offers as an example a recent study by Nils Weidmann and Idean Salehyan published in *International Studies Quarterly* that evaluated the effectiveness of the U.S. troop surge in Iraq by examining the ethnicity of Baghdad neighborhoods. They concluded that ethnic segregation and a well-timed surge may be able to reduce violence.

As a humanist reborn as a social scientist, I believe we need to ponder the effects these ongoing vitriolic debates between science and technology and humanism and the social sciences have on all of us. Both sides have introduced the venom. Humanists want to blame science for all the ills in the world. Social scientists want to tell scientists that the public neither likes them nor understands them and finds them effete and elitist. Scientists and technologists have grown defensive and suspect the motivations when humanists and social scientists come into their labs to study with them, especially when the humanists and social scientists do not understand the parlance and protocols of science and technology. Sometimes the scientists are correct, while at other times the social scientists are.

When I was researching my 2006 book *Nano-Hype: The Truth About the Nanotechnology Buzz*, I was very interested in how the public would come to understand what was happening in advanced science and technology, especially nanotechnology. I received this e-mail from the director of a science institute. Oddly enough, it starts by widening the gulf between experts and the public and ends with a shrouded call for social science, although I am certain that was unintended. "To those of us who are faced with the challenge of actually communicating this information, instead of the luxury of communicating about it, professional language is a necessity. Some ideas can only be expressed pragmatically in equation form; and if a person doesn't understand the basics of a sp3 carbon bond, or he [isn't] familiar with it as a concept, it would takes tens (if not hundreds) of hours to bring him/her up to speed. Why penalize the many thousands who took their chemistry courses in high school, and did their homework? I reject the notion that either you or I, with our advanced degrees, can truly judge what is accessible to the lay public."

Nimis mea culpa. At times, I have grown incredibly frustrated with some scientists and engineers who simply refuse to believe they are not good communicators and what they are saying is not belaying public concerns. They ask us to participate in grants because the federal government has told them our participation is a requisite, but they want us as decorative window dressing. They think a web page, a YouTube video, or one evening public meeting over an entire calendar year is public outreach. I remember ending an NSF presentation with a slide that read, "Risk communication, like chemistry and toxicology, is not for amateurs." If we want to bring the public along and help them understand the risks around them, we need to speak with them. Learning how to do that is the job of social scientists, not physicists or molecular biologists. Once in a while, citizen scientists like Richard Feynman or Carl Sagan surface, but they are the exception and not the rule.

If external support for research were an open-sum game, there would be room for everyone at the teats of federal largesse. That is not the case; it is a zero-sum game, and sharp elbowing seems to be the tactic of the day. That is unfortunate because no one wins, especially not the public.

I spend a lot of time talking to the public through traditional media, by digital media, and face to face. People want to understand what is happening around them. The information they receive about some of the sciences—nanotechnology, synthetic biology, geo-engineering, to name a few—is steeped with data and bizarre images, or flush with anecdotes and hyperbole. They want enough information to enable them to make the types of decisions they feel are in their best interests. Hazards are decided by science, but risks are socially constructed. To talk to the public about risk demands data about public perception and understanding, not just how much people know, but how they have learned what they know. As the world of science and technology becomes more complex and as our world becomes fuller with information of all sorts, the public will need to be brought along. Otherwise, we will lose self-rule, and that is unacceptable. I believe we are near a tipping point where "the public sphere" of Dewey and Habermas will be irretrievable. However, humanists and social scientists may be able to help forestall the end of transparency and accountability.

To provide such help, we need to train a new generation of humanists and social scientists who will work hand in hand with science and technology. I recently spent five years determining how the public unpacks complicated toxicological information about nanoscience, and I am about to commit myself to another decade of the same work. In the process, I will use grants to provide stipends, tuition, and health benefits to my advanced undergraduate and graduate students to help me move the communication of science and technology into the future. Other Communication scholars may anticipate doing this in their own sub-disciplines, including historiography, policy studies, and sociology, among others. Each of us can produce a small cohort of young scholars who will take the next set of important steps, but to do that we need access to grant support.

Smaller budgets increase the importance of tagging onto important policy initiatives when Communication scholars draft grant proposals. As mentioned above, new Executive Branch initiatives include advanced manufacturing, clean energy, climate change, STEM education, and the Brain Initiative. Advanced manufacturing might include research activities associated with expanding innovation, recommending innovation ecosystems that minimize waste and inefficiencies, or life cycle analysis involving the entire manufacturing process, from resource to recycling. Clean energy involves a host of sustainability communication and green community initiatives. Climate change issues seem to dominate a lot of policy discussion, including why the public seems unable to sense any exigent or salient climate crisis, why the media message has been unsuccessful and some outlier information has crowded out the objective data, and even why policy at the international and federal levels seems stymied, while smaller state and local initiatives are more successful.

STEM education is an economic as well as a scientific issue. We need to find ways to recruit and retain the best and the brightest, develop the next generation of innovators who are able to cross between disciplines seamlessly, and provide positive reinforcement for difficult choices that may need to be made at all levels of formal education. The Brain Initiative involves private foundations as well as government agencies in an interdisciplinary effort to cure debilitating diseases associated with aging, treat traumatic brain injuries, and create and sustain high-tech jobs. All of these need to be pursued in creative partnerships with business and industry, here and abroad. And all of these require public and stakeholder participation at multiple levels, as well as creative communication strategies and proprieties, especially in the digital world.

Finally, budget cuts and sequestration talk have long-term implications; external funding, especially by government agencies, may be perceived as unreliable. For example, when young social scientists (especially undergraduate and early graduate students) perceive the way social science plays out in the national grant community, they may move on to another career path. It is not difficult for students with method training to secure jobs in corporate marketing departments, where they can spend the rest of their lives selling the public on the importance of the next widget.

Humanities and social sciences must move beyond blame and find creative ways to prosper with their colleagues in science and engineering. Shaping the future is a team sport, and we need to respect all the players and drive ahead toward a unified goal without sacrificing one another when the times seem to toughen.

John Adams made a powerful case for humanists and social scientists in a letter he wrote to his wife, Abigail, in 1780. He said, "The science of government, it is my duty to study, more than all other sciences: the arts of legislation and administration and negotiation, ought to take place of, indeed to exclude, in a manner, all other arts. I must study politics and war that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain." Humanism and social science is all about understanding and calibrating the freedom we have to govern ourselves and become the best citizens possible. ■

DAVID M. BERUBE is Professor of Communication and Director of Public Communication Science and Technology at North Carolina State University. He has been an actor, playwright, journalist, continuity specialist, and debate coach. He taught argumentation and rhetoric for two decades before teaching science communication. Berube became fascinated with nanoscience and soon became the Communication faculty member who recruited for participation in federal grants. Today, he coordinates a team of scholars in Public Communication of Science and Technology.

Biola University
Two Faculty Positions

Communication Studies (over 250 majors) at Biola University invites candidates to apply for two open faculty positions:

1. Assistant Professor: Rhetorical Theory/Criticism to begin Fall 2014. Candidates must be able to teach the general education Basic Public Speaking course and discipline-specific courses in Rhetorical Theories and Applications. Normal teaching load is 12 units (four classes) per semester, plus academic advising for major students. Initial contact deadline is December 15, 2013. Position is pending funding.

2. Associate Professor or Professor/Chair to begin Fall 2015. Appointee will chair the department and teach two courses per semester in Persuasive Communication and other Rhetorical Application courses (Political or Social Media). This position will oversee the transition of Theatre Studies to its own department within three to four years. Teaching load of six units per semester, plus six units of administrative duties. Initial contact deadline is March 15, 2014.

Additional options to teach courses in the January or summer term for additional pay are available for both positions. Biola University is located in Los Angeles County, on the border with Orange County in Southern California. Biola is an evangelical Christian university in which all faculty endorse the University Doctrinal Statement, adhere to the Standard of Conduct, and are committed to the integration of faith and academics. All faculty are asked to endorse a university-wide statement of Christian faith. This institution does not offer benefits to domestic partners. Applicants should submit a letter of interest, current CV, and a statement of faith at https://biola.peopleadmin.com. Promising candidates will be sent a faculty application.

Assistant Professor candidates must hold a Ph.D. (or ABD) in Communication. Associate Professor or Professor candidates must have commensurate experience (Ph.D. in discipline and years of college-level teaching) to warrant the appointment at the high rank.

California Lutheran University
Assistant Professor (Tenure-Track): Mass Communication

The Bachelor's Degree for Professionals at California Lutheran University (CLU) invites applications for a Tenure-Track Assistant Professor in the area of Mass Communication to begin August 2014. The successful candidate will be a generalist who will teach undergraduate courses in Introduction to Mass Communication, Communication Theories, and other courses within the candidate's area of expertise. Other responsibilities include advising of undergraduate students and serving on university committees. A doctorate in Communication or related area, evidence of quality teaching, and demonstrated potential for scholarly research is required. Professional experience in media-related industries is beneficial. Knowledge of nontraditional adult learners and interest in online education is desired. The successful candidate's primary responsibility will be teaching courses in the evening at our Woodland Hills campus, with a few additional courses taught in the traditional undergraduate program at our main campus in Thousand Oaks. We are seeking individuals who are passionate about teaching and committed to the campus community. ABD considered with doctorate earned by July 2015.

CLU is an accredited, private, comprehensive university located midway between Santa Barbara and Los Angeles. Additional information may be found at www.callutheran.edu. California Lutheran University is an Equal Opportunity Employer. The University encourages candidates who will contribute to the cultural diversity of CLU to apply. This institution offers benefits to same-sex domestic partners. All offers will be contingent upon the completion of a successful background check.

Please email a letter of application describing teaching, research, and professional experience, a curriculum vitae, a statement of teaching philosophy, a statement of research/creative activities, and a completed Faculty Employment Application (found at www.callutheran.edu/hr) to Dr. Lisa Buono, Search Committee Chair, at llbuono@callutheran.edu.

Review of applications will begin on November 1, 2013, and will continue until the position is filled.

California State University, Chico
Tenure-Track Assistant Professor in Communication Studies

California State University, Chico, College of Communication and Education invites applications for a full-time, Tenure-Track faculty position in Communication Studies at the Assistant Professor level to start August 2014. This position carries responsibilities in the areas of teaching, scholarship, and service. Teaching assignments are based upon qualifications of the individual and the needs of the department. For more details, visit http://csucareers.calstate.edu/Search.aspx. Review of applications begins November 8, 2013.

The minimum qualification for this position is a Ph.D. in the field of Communication. Ph.D. must be completed prior to the start date. Candidates must also have demonstrated or potential competence in teaching Quantitative Analyses and Research Methods at undergraduate and graduate levels; ability to teach in at least one of three specialized areas at undergraduate and graduate levels (Political Communication, Social Media, and/or Health Communication), ability to teach in other areas related to the program (Communication Theory, Intercultural, Interpersonal, Organizational, and/or Rhetoric); potential for college-level teaching excellence; a record in and commitment to scholarship and publication; evidence of active participation or service in professional organizations; and ability to work well with multicultural international students. Prefer expertise in the following areas: using technology in teaching; public speaking and/or general education curricula; assessment; writing-intensive courses; grant writing; and ability to manage large courses. This institution offers benefits to same-sex and different sex domestic partners.

California State University, Fullerton
Tenure-Track Assistant or Associate Professor

The Department of Human Communication Studies at California State University, Fullerton, invites applications for a Tenure-Track Assistant or Associate Professor with an emphasis in Hispanic Intercultural Communication. Secondary areas of teaching should complement department needs. The successful candidate is expected to teach and develop curriculum in Hispanic Communication, engage in scholarly activity that leads to peer-reviewed publications, provide thesis supervision, actively recruit new majors and graduate students, participate on committees and in faculty governance, and provide meaningful university and community service.

Required: Ph.D. in Communication Studies, or its equivalent; established record of scholarly research; evidence of excellence in teaching; and the ability to interact successfully in a multicultural environment.

Preferred: Three or more years of college-level teaching experience. Preference will be given to applicants who are bilingual in English-Spanish languages and expert in these two cultures. Experience in writing grants and winning external funding opportunities is also preferred.

Submit application letter, current CV, three letters of recommendation, and evidence of teaching performance to Robert Gass, Chair, Human Communication Studies, 800 North State College Blvd., Fullerton, CA 92834-6868, or submit materials electronically to rgass@fullerton.edu. This institution offers benefits to same-sex and different sex domestic partners.

California State University, Fullerton
Tenure-Track Assistant Professor in Communication and Social Media

Assistant Professor, Tenure-Track, in Communication and Social Media. Teach courses in Social/New Media and other areas of need. Conduct scholarly research leading to peer-reviewed publications. Advise undergraduate and graduate students. Provide thesis supervision. Actively recruit new majors and graduate students. Develop additional curriculum in Social/New Media. Actively participate in faculty governance and service activities.

Ph.D. in Communication is required, with a minimum of three years of college teaching experience. Must be able to teach and interact successfully in a multicultural environment. Must have expertise with a variety of social media, new media, and emerging media.

Preference will be given to candidates with a demonstrated record of scholarly achievement. Preference will be given to candidates with a strong track record of classroom teaching who provide documentation of their teaching effectiveness. This institution offers benefits to same-sex and different sex domestic partners.

Submit application letter, current CV, three letters of recommendation, and evidence of teaching performance to Robert Gass, Chair, Human Communication Studies, 800 North State College Blvd. Fullerton, CA 92834-6868, or submit materials electronically to rgass@fullerton.edu.

Illinois State University
Tenure-Track Assistant Professor of Communication

The School of Communication at Illinois State University invites applications for a nine-month Tenure-Track Assistant Professor of Communication —research and teaching proficiency in Mass Media/Broadcast Journalism; ability to teach Quantitative Research Methods considered a plus; industry experience a major plus. The School is building a Communication Convergence Center, and all faculty are invited to participate in its operation and development. Consequently, it is desirable that candidates have research/teaching interests in convergence and online/interactive media technologies/social media. Candidates should provide an electronic portfolio or a URL to any of their multimodal work.

The appointment begins August 16, 2014, contingent on funding. Salary is commensurate with qualifications and experience.

To assure full consideration, please complete an online application for posting number 0705588 (mass media/journalism) at www.IllinoisState.edu/jobs, and additionally submit application materials including detailed letter indicating fit to the position, current vita, copies of academic transcripts, and three letters of recommendation to the following address: Denise Thomas, Business Manager, School of Communication, Box 4480, Illinois State University, Normal, IL 61790-4480.

Illinois State is an equal opportunity and affirmative action university encouraging diversity. This institution does not offer benefits to domestic partners.

Completed doctoral degree (e.g., Ed.D., Ph.D.) is strongly preferred, although ABD will be considered if mutually accepted completion date of degree can be established.

Illinois State University
Tenure-Track Assistant Professor of Communication

The School of Communication at Illinois State University invites applications for a nine-month Tenure-Track Assistant Professor of Communication —research and teaching proficiency in Interpersonal Communication with background in Communication and Aging, Health Communication, Relational Communication, or related areas; ability to teach Quantitative Research Methods. The School is building a Communication Convergence Center, and all faculty are invited to participate in its operation and development. Consequently, it is desirable that candidates have research/teaching interests in convergence and online/interactive media technologies/social media. Candidates should provide an electronic portfolio or a URL to any of their multimodal work.

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Illinois State is an equal opportunity and affirmative action university encouraging diversity. This institution does not offer benefits to domestic partners.

Completed doctoral degree (e.g., Ed.D., Ph.D.) is strongly preferred, although ABD will be considered if mutually accepted completion date of degree can be established.

La Salle University
Two Positions

The Communication Department of La Salle University is seeking qualified applicants for two full-time positions beginning August 2014, pending final budget approval. One position is a Tenure-Track position at the Assistant Professor level and the other is a full-time, one-year position. For both positions, we seek outstanding teachers and active scholars/professionals who will complement our dedicated and collaborative faculty.

We seek colleagues who have a commitment to bridging theory with practice, and who have expertise in one or more of the following areas: Organizational Communication, Public Relations, Social/New Media, Communication Ethics, and/or Interpersonal Communication. Opportunities are also available to teach in our Master's degree program in Professional & Business Communication. For a complete overview of the University and Department, visit: http://www.lasalle.edu/academ/commun/home.htm.

The successful applicant for the Tenure-Track position must have completed a Ph.D. prior to the start of the faculty appointment and have a record of effective university teaching. For the one-year position, a Ph.D. is preferred and we'll consider applicants with a Master's degree in Communication or closely-related field who have significant professional experience and/or teaching experience. Applications for both positions should include a letter of application describing the candidate's qualifications for the position, current vitae, undergraduate and graduate transcripts, and three letters of recommendation, at least one of which should address the candidate's effectiveness in teaching.

Review of applications will begin no later than December 2, 2013, and will continue until the position is filled. Please mail applications to: Lynne A. Texter, Ph.D., Chair, Communication Department, La Salle University, 1900 W. Olney Ave., Philadelphia, PA, 19141, or email materials to texter@lasalle.edu .

La Salle University is a Roman Catholic university in the tradition of the De La Salle Christian Brothers and welcomes applicants from all backgrounds who can contribute to our unique educational mission that emphasizes excellence in teaching. For a complete mission statement, please visit our website at www.lasalle.edu. AA/EOE. This institution does not offer benefits to domestic partners.

Loyola University Maryland
Tenure-Track Assistant Professor of Journalism

The Department of Communication (http://www.loyola.edu/communication) invites applications for a full-time, Tenure-Track faculty position at Assistant Professor rank beginning the fall semester 2014. Candidates should possess (1) the Ph.D. in an appropriate field; (2) either professional experience or academic credentials, or both, to teach backpack Journalism plus courses in Social Media generally in a comprehensive Communications program geared toward professional communications; (3) potential for outstanding undergraduate teaching in our comprehensive undergraduate program as well as our M.A. program in Emerging Media; and (4) an agenda for peer-reviewed research publication in the candidate's interest area(s) that can lead to Tenure. The successful candidate will be expected to teach and advise undergraduate students, serve on departmental and university committees, become involved in professional and academic groups, and support the university's Catholic/ Jesuit mission.

The Department offers undergraduate specializations in Journalism, Advertising/Public Relations, and Digital Media. Courses are taught in state-of-the-art classrooms and laboratories. The typical teaching load of three courses per semester is reduced one course in the first year. Loyola offers numerous internal grant programs for research and curricular development, substantial funding of faculty travel, and research leaves for fourth-year faculty applying for outside research grants.

Loyola University Maryland is a dynamic, highly selective Jesuit/Catholic institution in the liberal arts tradition and is recognized as a leading independent, comprehensive university in the northeast. Loyola is located in multi-ethnic, culturally dynamic Baltimore in the hub of the New York-Washington media corridor. Loyola enrolls more than 3,700 students in its undergraduate programs and more than 2,300 graduate students. Communication is the most popular undergraduate major.

The Department of Communication seeks a broad spectrum of candidates, including women and people of color. Visit our website to learn more about Loyola's Jesuit identity and commitment to diversity (http://www.loyola.edu/About/prospective-faculty-and-staff.aspx). This institution offers benefits to same-sex and different sex domestic partners.

Northeastern University
Three Positions

The Department of Communication Studies at Northeastern University invites applicants for three open rank Tenure-on-Entry Full or Associate Professor or Tenure-Track Assistant Professor positions devoted to different aspects of Public Advocacy. These positions reflect our department's longstanding commitment to the study of human communication, with an emphasis on understanding and enhancing the effectiveness of communication systems, processes, and infrastructure. We seek candidates with a national or international record of excellence in research, scholarship, and effective teaching in one or more of, and not limited to, the following areas: (1) Rhetorical Studies, with a special interest in Public Address and Rhetorical Criticism; (2) Health Communication, with a special interest in Health Promotion and Health Behavior; and (3) Argumentation and Debate, with a special interest in applicants qualified to oversee our Public Speaking program.

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. All applications must be submitted electronically at www.northeastern.edu/camd/about/careers. Review of applications will begin on October 15, 2013, and continue until the positions are filled. Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University. We offer domestic partner benefits and sexual orientation is included in our affirmative action statement. This institution offers benefits to same-sex domestic partners.

Ohio Northern University
Tenure-Track Position, Multimedia Journalism

The Department of Communication and Media Studies at Ohio Northern University (ONU) invites applicants for a Tenure-Track position in Multimedia Journalism beginning in August 2014. ONU seeks a journalist and educator to advance the school's commitment to preparing students for our diverse and multi-platform media environment.

Required Skills & Qualifications: Successful candidates should have a strong design and multimedia production background, online publishing, news writing, and reporting skills along with strong researching skills. Additionally, candidates need professional experience. Excellence in teaching and mentoring students is expected. Doctorate in Journalism/Mass Communication or related field. ABD will be considered.

Preferred Qualifications: Earned Doctorate in Multimedia Journalism or related field with professional experience.

Apply online at http://jobs.onu.edu/postings/2057. EOE. This institution offers benefits to same-sex domestic partners.

Ohio Northern University
Tenure-Track Position, Public Relations

The Department of Communication and Media Studies at Ohio Northern University (ONU) invites applications for a Tenure-Track position in Public Relations beginning in August 2014. ONU holds the PRSA Certified for Education in Public Relations designation and is home to a nationally recognized Public Relations Student Society of America chapter. Rank commensurate with experience and credentials. Phi Beta Kappa members are encouraged to apply.

Required Skills and Qualifications: Successful candidates should have expertise in governmental/policy public relations, crisis communication, and non-profit public relations. Excellence in teaching and mentoring students is expected. Doctorate in Public Relations/Communication or related field. ABD will be considered.

Preferred Qualifications: Earned Doctorate in Public Relations/Communication or related field with professional experience and APR.

Apply online at http://jobs.onu.edu/postings/2054. EOE. This institution offers benefits to same-sex domestic partners.

University of Kentucky
Three Faculty Positions

The University of Kentucky (UK) Department of Communication within the College of Communication and Information extends this invitation for applications for the following positions beginning August 15, 2014: two Assistant or Associate Professors and one Lecturer.

Position #1: Assistant/Associate Professor of Communication Technology: This Tenure-Track or Tenured position is intended to enhance the Department's strategic initiatives in Communication and Technology. Expertise in Communication Technology from a social scientific orientation and Ph.D. in Communication required.

Position #2: Assistant/Associate Professor of Intercultural Communication: This Tenure-Track or Tenured position is intended to enhance the Department's strategic initiatives in Intercultural Communication. Expertise in Intercultural Communication from a social scientific orientation and Ph.D. in Communication required.

These Assistant/Associate Professor positions require evidence of excellence in teaching and research and publication credentials commensurate with departments in Research I universities. Candidates demonstrating the ability or potential to teach courses related to existing undergraduate curricula in interpersonal, health, organizational, or mediated communication contexts preferred. Opportunities are also available to teach in the College master's and doctoral programs. Responsibilities include teaching two courses per semester, actively engaging in research, and participating in program advising and service activities.

Position #3: Lecturer of Organizational/Business Communication: This non Tenure-Track position is intended to enhance the Department's course offerings in Organizational or Business Communication. Minimum qualifications for the lecturer position include experience in Organizational or Business Communication and an M.A./M.S. in Communication or a Master's of Business Administration. Preference will be given to candidates with experience in organizational consulting and training and professional development. Responsibilities include teaching four courses per semester and actively participating in program advising and service activities.

Contingent on final budgetary approval, salary for the positions will be commensurate with experience. To apply, please send a letter of application, vitae, evidence of effective teaching/research effectiveness, and the names of three references to the Search Committee Chair, Department of Communication, 227 Grehan Building, University of Kentucky, Lexington, KY 40506-0042 (email: comhires@uky.edu). Clearly indicate the position for which you are applying. Review of applications begins November 1, 2013, and continues until the positions are filled; interviews are anticipated in early 2014. More information on Lexington is available at http://www.visitlex.com and http://www.aceweekly.com.

The University of Kentucky, the UK College of Communication and Information, and the UK Department of Communication are strongly committed to increasing diversity in their community of students and faculty. Individuals with ethnically diverse backgrounds are actively encouraged to apply or to contact us to explore interest in these positions. The University of Kentucky is an Equal Opportunity Employer. This institution offers benefits to same-sex and different sex domestic partners. Upon offer of employment, successful applicants for all positions may be required to pass a national background check as required by University of Kentucky.

University of Oklahoma
Department of Communication
Assistant Professor of Communication

The Department of Communication at the University of Oklahoma invites applications for a teacher/scholar in Political and Mass Communication. Secondary interests that overlap with the department's other areas of emphasis are desirable. Appointment will be at the Assistant Professor rank (Tenure-Track) beginning August 2014.

Applicants must have an earned doctorate at the time of appointment, have established a record of scholarly research using any appropriate research method, 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 in 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 over 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, OK (population @110,000) has been rated one of 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. This institution offers benefits to different sex domestic partners.

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, 2013, and will continue until the position is filled. Applicants should send a letter of application, curriculum vitae, evidence of teaching effectiveness, writing sample, and at least three letters of recommendation to: Dr. Jill Edy, Search Committee Chair, Department of Communication, University of Oklahoma, 610 Elm Avenue, Room 101, Norman, OK 73019-2081. Informal inquiries are welcome.

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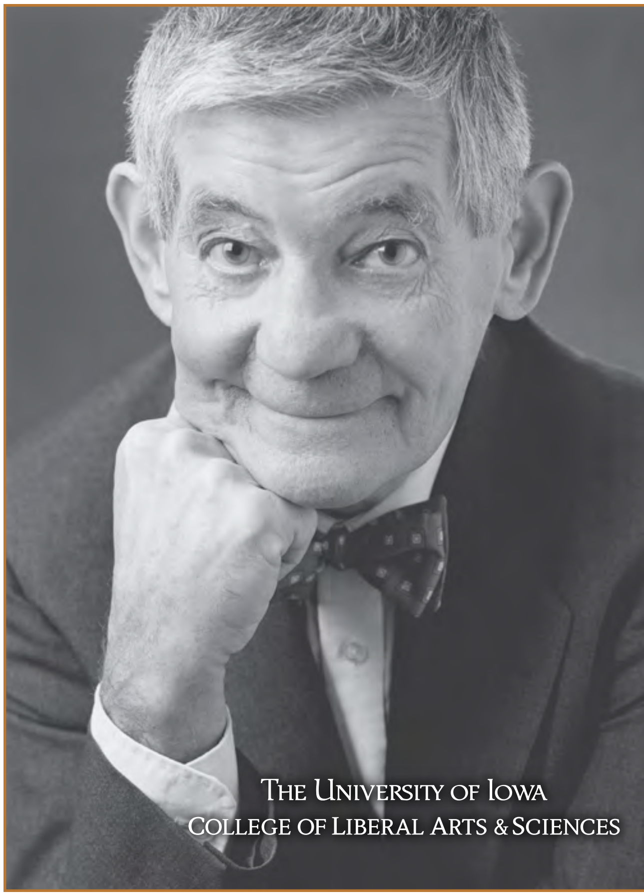

Samuel L. Becker Memorial Conference

February 27–March 1, 2014

Department of Communication Studies • University of Iowa, Iowa City

Health, Social Change, and Technology

Dudley Andrew
Yale Univ.

Karma Chávez
Univ. Wisconsin–Madison

Erin Donovan-Kicken
Univ. Texas–Austin

Ashley Duggan
Boston College

Derek Johnson
Univ. Wisconsin–Madison

Phaedra Pezzullo
Indiana Univ.

John Sloop
Vanderbilt Univ.

Ted Striphas
Indiana Univ.

Lynn Spigel
Northwestern Univ.

Joseph Walther
Michigan State Univ.

And the kick-off of the Department's "Community Conversations" public engagement series. Contact becker-conference@uiowa.edu with questions.

Free registration (Limited Availability)

clas.uiowa.edu/commstudies/becker-conference

THE UNIVERSITY OF IOWA
COLLEGE OF LIBERAL ARTS & SCIENCES

CAREER OPPORTUNITIES, *continued*

University of Texas-Pan American
Assistant Professor-Instructional Communication

Department: Communication
Position #: F13/14-013
Closing Date: Open Until Filled

The Department is seeking a Tenure-Track Assistant Professor specializing in Instructional Communication as a primary area and Organizational Communication, Intercultural Communication, Health Communication, or Interpersonal Communication as a secondary area, to begin fall 2014. This position involves developing and coordinating two multi-section introductory courses for the department (Intro to Communication and Presentational Speaking) and training and supervising all related graduate teaching assistants. Applicants must demonstrate an established record of, or strong potential for, excellence in teaching and research, and be willing to conduct research involving graduate students in applied communication contexts such as instructional, organizational, communication consulting, health, and/or border development, and must have a completed Ph.D. in Communication or related field by September 1, 2014. Demonstrated knowledge and experience with Quantitative Research Methodology is strongly desired. The applicant will teach undergraduate and graduate courses in Instructional Communication, Theory and Communication Research Methods, and other courses within their specialty.

Requirements: Ph.D. in Communication or related field; demonstrate a focused research plan and have experience teaching at the college level; evidence of experience or demonstrated ability in directing basic courses at college level.

To apply: See the full advertisement:
http://www.utpa.edu/humanresources/employment/coah.html.

Note: UTPA is an Affirmative Action/Equal Opportunity Employer. Women, minorities, veterans, and qualified individuals with disabilities are encouraged to apply. This position is security-sensitive as defined by Texas Government Code 411.09 (a) (2). All UTPA employees are required to have a criminal background check (CBC). Texas law requires faculty members whose primary language is not English to demonstrate proficiency in English as determined by a satisfactory paper-based test score of 500 (computer-based of 173 or internet-based of 61) on the Test of English as a Foreign Language (TOEFL) or a satisfactory test score of 6.0 on the International English Language Testing System (IELTS). This institution does not offer benefits to domestic partners.

CMU
CENTRAL MICHIGAN UNIVERSITY

APPLIED ORGANIZATIONAL COMMUNICATION

TENURE-TRACK, ASSISTANT PROFESSOR

The Department of Communication and Dramatic Arts at Central Michigan University seeks an assistant professor in Applied Organizational Communication. Go to **www.jobs.cmich.edu** for complete job description. Position begins August 18, 2014.

Qualifications: Ph.D. in Communication, ABD candidates considered. Evidence of teaching excellence and scholarly activity required. **Responsibilities:** Teach courses in health campaigns, crisis communication, organizational communication, and persuasion. Continue professional development and publication in area of specialty. Consult with graduate students on theses, comprehensive exams, and independent studies. Advise and serve on various Area, Department, and University committees.

Submit letter, complete vita, copies of transcripts, three letters of reference, and evidence of teaching effectiveness to: **www.jobs.cmich.edu**. Screening begins October 15, 2013 and continues until position is filled. For further information about the Department of Communication and Dramatic Arts, visit **www.cda.cmich.edu**. Please email **papa1wh@cmich.edu** with any questions.

CMU, an AA/EO Institution, strongly and actively strives to increase diversity within its community (see www.cmich.edu/aaeo). Members of under-represented groups are encouraged to apply. This institution offers benefits to same-sex and different sex domestic partners.

NATIONAL COMMUNICATION ASSOCIATION

Call for Participation

Communication Tuning Project

Deadline: December 16, 2013

NCA has received a grant to support a faculty-driven Tuning process to identify what a Communication major should know and be able to do upon graduation. The second phase of the project will use the Degree Qualifications Profile to explore how Communication studies can contribute to the overall quality of a degree, regardless of major. More detailed information about Tuning, the Degree Qualifications Profile, and NCA's project can be found at www.natcom.org/tuningproject.

NCA seeks 24 Communication faculty members to participate in the Tuning phase of this student learning outcomes in Communication project. Applicants must be full-time Communication faculty at the postsecondary level. We seek applicants from a broad range of two- and four-year U.S. colleges and universities. We seek diversity of institutional representation in terms of size, public/private funding, populations served, curricular emphasis, location, and degrees offered. Applicants will be evaluated for evidence of their commitment to improving student learning and collaborating with colleagues, potential to influence Communication curricula, and capacity for sharing the results of the project broadly across the campus community and beyond.

Participants will contribute to a national, discipline-wide effort that will shape the terms of curricular reform and student-learning assessment on campuses across the country. The work that participants perform for this project will provide a useful foundation for program reviews and for developing state-of-the-art assessment goals and tools that are designed for Communication students, by Communication faculty.

RESPONSIBILITIES

Attend three required meetings: (a) March 28-30, 2014, (b) October 10–12, 2014, (c) summer 2015. Travel expenses will be covered, and a modest stipend will be paid to participants for time at project meetings.

Participate in conference calls with Tuning groups between meetings.

Work with colleagues in home departments to develop curricular changes identified through the Tuning process and collaborate beyond home departments to consider larger institutional impact.

With assistance from NCA Project Staff, conduct targeted research on the Communication major and curriculum at the home institution and develop an awareness of student employment and regional employability through investigation, data collection, and conversations with students and alumni groups.

In addition to contributing to group reporting, provide a series of individual progress reports culminating in a final report outlining the influence of the work of the project on home program and institution.

For information about how to apply, visit:
www.natcom.org/tuningproject

NCA

NATIONAL
COMMUNICATION
ASSOCIATION
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Washington, DC 20036

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