

spectra

The Magazine of the National Communication Association

September 2013 | Volume 49, Number 3



NEW DIRECTIONS FOR HIGHER EDUCATION

HOW ARE WE
SHAPING
THE FUTURE?

NEW STANDARDS,
NEW INSTRUCTIONAL
APPROACHES,
AND MORE!

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.

All NCA members receive a *Spectra* subscription. The magazine also is available via individual print subscription for non-members at the annual cost of \$50; to subscribe, send an email to jburak@natcom.org with the subject line *Spectra* Subscription.

Spectra (ISSN 2157-3751) is published four times a year (March, May, September, and November). ©National Communication Association. All rights reserved.

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Director of Publications

Wendy Fernando

wfernando@natcom.org

Design

Krystyn MacGregor

Copyediting

Amy Davis

Cover Art

iStockphoto.com/redblack

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IMAGINE

COMMUNICATING IN A FLAT WORLD

By Steven A. Beebe, Ph.D.

New York Times columnist and author Thomas Friedman has reminded us that the world is “flat”; metaphorically speaking, our global society has become a more level playing field because technology easily connects us. What does it mean to be the National Communication Association in a “flat,” interconnected world? Should our scope and mission be confined to one nation—the United States? I think not. Rather, our job is to learn how to communicate more effectively in a global society, regardless of which passport we possess.

TRANSCENDING BOUNDARIES

An organization whose mission is to “advance all forms of communication” would be naively parochial if it limited its scope to only one of the 196 nations in the world. Some say that “nations” aren’t the way to think about communication diversity—hence, the term internationalization may be too limiting. Globalization or cosmopolitan may be better terms to identify the quest to develop an inclusive worldview. Regardless of which term we use, our common goal is to ensure that we communicate well when transcending national, ethnic, cultural, or geographic boundaries.

The American Council on Education describes internationalization as “incorporating global perspectives into teaching, learning, and research; building international and intercultural competence among students, faculty, and staff; and establishing relationships and collaborations with people and institutions abroad.”

Perhaps on your campus you are being encouraged to develop educational strategies, as well as research and instructional partnerships that acknowledge the global nature of our educational enterprise. I think NCA should help you do that.

OUR HISTORY OF INTERNATIONAL OUTREACH

Thinking globally, internationally, or “flatly” is not a new idea for NCA. We’ve made several efforts to ensure that our research and teaching have an international worldview:

- NCA has sponsored several conferences and symposiums throughout the world (in Russia, Mexico, and Turkey, to name a few).
- NCA continues to be a sustainability sponsor of the Biennial Conference on Communication and Environment, which this year was held in Uppsala, Sweden.
- The NCA-affiliated Committee on International Discussion and Debate sponsors teams from Britain and elsewhere to debate here and abroad.
- We have had previous NCA Presidential Initiatives to invite scholars and educators to our conferences and develop international research and instructional partnerships; Dan O’Hair made internationalization his primary NCA presidential focus in 2006.
- NCA recently surveyed the units in our organization to identify the kinds of international connections and outreach we’ve undertaken. The results: Several units actively reach out to international constituencies.
- We have numerous affiliate organizations that have research and teaching emphases in international contexts (such as the Russian Communication Association, South African Communication Association, and Korean American Communication Association).
- We have several units that explicitly study intercultural and international communication issues and topics.



“Imagine there’s
no countries...
the world
will be as one.”

—John Lennon

OUR TASK: DEVELOPING RESOURCES AND STRATEGIES

To explore anew how NCA might emphasize internationalization in a global world, I’ve appointed a presidential task force to enhance our efforts to ensure we are informed about ways to connect our individual research and teaching missions to the world. I’ve asked Igor Klyukanov of Eastern Washington University to chair the task force. Specifically, I’ve asked Igor and task force members to identify strategies and resources to help NCA members enhance internationalization efforts on our home campuses, as well as to ensure our work is connected to others throughout the globe.

No, I don’t intend for NCA to compete with our colleagues in the International Communication Association (ICA). Many of us are simultaneously ICA members. (Professor Howard Giles, former ICA president, is a member of the NCA Task Force I’ve appointed.) ICA continues to do an excellent job of fostering an international community of scholars who study communication both in the United States and abroad. The goals of the task force are not to duplicate ICA’s mission. Rather, I’ve asked the task force to look at NCA’s unique strengths and mission, especially its educational and instructional mission, when seeking ways to internationalize our curricula and programs.

THE WORLD IS HERE

In an essay titled “The World Is Here,” author and poet Ishmael Reed reminds us that the United States is a place where the “cultures of the world crisscross.” There are abundant opportunities for our students to have international and intercultural experiences without leaving the U.S. geographical boundaries. So, some of the strategies offered may involve identifying resources that can assist internationalization efforts that don’t necessarily involve student or faculty travel. Electronic media provide opportunities for connections between students and faculty. There may, however, be strategies and the need for resources that do involve bridging international boundaries to bring scholars and educators face to face.

Pick your metaphor: “Flat world,” “Global village,” or the notion that we are connected via a cosmopolitan “Internet superhighway.” A vibrant, contemporary national organization that “advances all forms of communication” needs to look beyond its national borders. The world is here. I look forward to the recommendations of the task force for strategies that reflect a worldview not limited by country boundaries.

“Imagine,” mused John Lennon, “there’s no countries . . . the world will be as one.” Living in peace, living as one won’t happen without human understanding—without effective communication that values all human voices. That’s where we come in. Imagine, indeed. ■

Spotlight

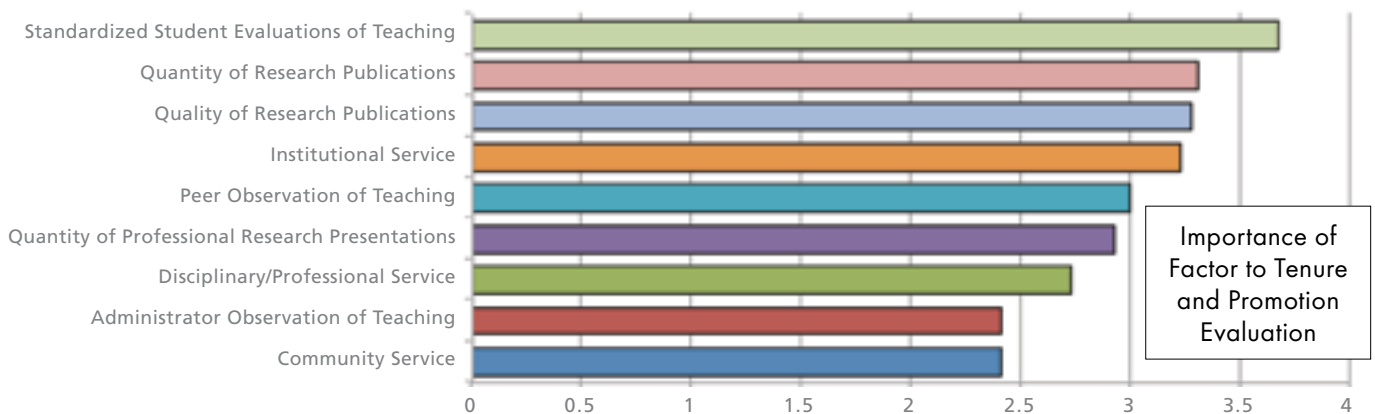
DATA ABOUT THE DISCIPLINE

What Are the Key Factors Driving Communication Faculty Tenure and Promotion Decisions

NCA recently conducted its biennial survey of Communication Department chairs. In the survey, each responding chair was asked to identify the most important dimensions for evaluating tenure and promotion of tenure-track faculty in his or her department. The response options ranged from 1 to 4, with 1 being very unimportant to evaluation; 2, somewhat unimportant to evaluation; 3, somewhat important to evaluation; and 4, very important to evaluation.

The results are displayed in the chart below. The survey found that by far the most highly recognized factor in performance evaluation of faculty for tenure and promotion is standardized student evaluations of teaching, followed by both quantity and quality of research publications and institutional service. The least recognized factors are administrator observation of teaching and community service.

To what degree are each of the following recognized in performance evaluation of faculty for tenure and promotion? (n=281)



TEACHING

Connecting to Communication Education at the Convention

NCA First Vice President Kathleen Turner has led the development of an excellent set of programs for our upcoming convention in Washington, DC. Within the convention theme of Connections, the Educational Policies Board (EPB) encourages you to explore the many programs devoted to how many of us spend our time—in a classroom, teaching students.

In keeping with President Steven Beebe's Presidential Initiative, a significant number of programs are devoted to the basic course—its role in general education, and its support, defense, and development.

We hear that "students are different these days," and both the EPB and the Instructional

Development Division are sponsoring programs devoted to the challenges today's students bring to our classrooms. Are they really different? If so, what can we do to successfully connect with them?

With the development of the Common Core State Standards for K-12 education, the connection between K-12 and higher education is becoming more important. The Elementary and Secondary Education Section and the EPB are sponsoring programs devoted to strengthening this critical connection.

In addition to these areas, programs are devoted to a wide range of other education-related topics such as defending our

discipline, raising important questions, teaching listening, working with medical education, ethics, service learning, instructor behavior in the classroom, academic career advice, and many others.

If you are interested in learning more about classroom interaction, developing connections with students, establishing connections across all levels of education, and working with the basic course, the coming convention has something for you!

- To explore programs in your area of interest, see the convention program on the NCA website (<http://www.natcom.org/convention/>).
- The EPB will publish an online and print summary of education-related convention programs. Check the convention website for the online summary this Fall.

IN OUR JOURNALS

Jeffrey H. Kuznekoff and Scott Titsworth,
“The Impact of Mobile Phone Usage
on Student Learning,” *Communication
Education* 62 (2013): 233-252.

In this study, Kuznekoff and Titsworth examine the impact of mobile phone usage during class lectures on student learning. Participants in three study groups (control, low-distraction, and high-distraction) watched a video lecture, took notes on that lecture, and took two learning assessments after watching the lecture. Students who were not using their mobile phones wrote down 62 percent more information in their notes, took more detailed notes, were able to recall more detailed information from the lecture, and scored a full letter grade and a half higher on a multiple choice test than those students who were actively using their mobile phones.

Mohan J. Dutta and Debalina Dutta,
“Multinational Going Cultural: A Postcolonial
Deconstruction of Cultural Intelligence,”
*Journal of International and Intercultural
Communication* 6 (2013): 241-258.

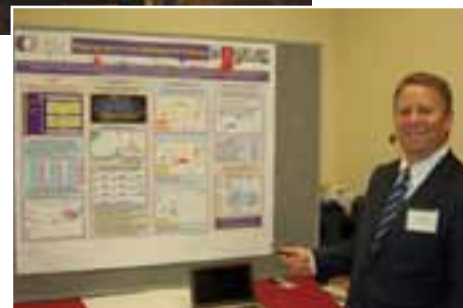
Cultural intelligence (CQ) has emerged as a popular construct for understanding and dealing with the problems of cross-cultural adjustment and cross-cultural communication that transnational corporations confront. In this article, Dutta and Dutta critique the discursive moves through which CQ is presented as a competitively advantageous tool for global organizations, deconstruct its theorization and measurement, and discuss its role in perpetuating transnational hegemony. This article thus exposes the implicit relationship between academic knowledge production and transnational organizational practice that maximizes profits while simultaneously downplaying transnational globalization’s oppressive consequences such as job vulnerability, unemployment, and exploitation.

Lisa Silvestri, “A Rhetorical Forecast,” *Review
of Communication* 13 (2013): 127-142.

Silvestri’s article considers the future of our discipline. The author imagines how emerging media artifacts, discourses, and environments will affect the practices of Communication scholarship and change the shape of our scholarly community. By tracing and reflecting upon some of the key disciplinary debates over object, method, and purpose, the author argues that the future of our field is moving toward more relational, locally-inflected “texts,” more ethnographically minded methods, and more social justice-oriented goals.



(Above) NCA member and 92nd President H. Dan O’Hair at the Capitol Hill “Social Science Research on Disasters” briefing.



(Right) NCA member Brian Spitzberg with his CNSF Capitol Hill Exhibition research poster.

PUBLIC PRESENCE

NCA Member Researchers Visit Capitol Hill

In this time of shrinking federal budgets, those concerned about sustained levels of research funding often head to Capitol Hill to meet with congressional leadership. This past spring, NCA members representing the Communication discipline were among those meeting with Members of Congress to demonstrate the importance of communication research.

On April 25, 2013, the Coalition for National Science Funding (CNSF), working with the House Research and Development Caucus, sponsored a Capitol Hill briefing called “Social Science Research on Disasters.” The event focused on communication, resilience, and the consequences of disaster preparedness. H. Dan O’Hair, Dean of the College of Communication at the University of Kentucky and NCA’s 92nd president, was one of the briefing’s three featured researchers. O’Hair discussed “Message Strategy Research and Extreme Events,” revealing the findings of his recent National Science Foundation (NSF)-supported research project. The project considered specifically the role of messages and media in the context of hurricane forecasting and warning systems.

On May 7, 2013, at CNSF’s Capitol Hill Exhibition, scores of researchers displayed the results of their NSF-funded research projects. NCA member Brian Spitzberg journeyed from San Diego State University to Washington, DC, to present a poster of his research project, which examined the question “Can cyberspace map onto human activities occurring in (geographic) real space?” Congressional staffers and researchers from across the nation attended the event. Also attending were several Members of Congress, including Representatives Chaka Fattah (D-PA; House Appropriations Committee), Bill Foster (D-IL), Rush Holt (D-NJ), Sheila Jackson-Lee (D-TX), Eddie Bernice Johnson (D-TX; ranking member of the House Science Committee), Jerry McNerney (D-CA), and David Price (D-NC). Spitzberg specifically discussed his research with some of the congressional representatives, and with NSF Acting Director Cora Marrett and Philip Rubin, Principal Assistant Director for Science at the White House Office of Science and Technology Policy.



NCA's FIRST
100 YEARS

TUMULTUOUS

1960s

SPUR DEVELOPMENTAL PROJECTS

Leading up to NCA's centennial commemoration in 2014, Spectra will feature short columns detailing some aspect of Communication as a discipline.

When 17 speech teachers in Chicago voted to form the National Association of Academic Teachers of Public Speaking in 1914, they boldly proclaimed that Speech was a separate, distinct, and necessary field of study. They also began a century-long conversation about the nature and quality of Speech as an academic discipline—its nature, its definition, its quality. These conversations continue today—we still try to determine how and if Speech (Communication) is, in the words of NCA's fifth president, Charles Woolbert, an “indispensable study.”



The 1967 Wingspread Conference

A particularly meaningful and profound moment of self-reflection for the Communication discipline occurred in the late 1960s and early 1970s. Significant civil and political unrest in the United States and around the world, coupled with meaningful technological changes in communication, gave rise to a critical period during which both scholarly and pedagogical interests and priorities were reformulated. In response, two groups of scholars—one social scientific, one rhetorical—convened separate conferences—in 1968 and 1970—to consider and evaluate the nature and direction of the Communication discipline.

In 1968, the Speech Association of America sponsored the New Orleans Conference on Research and Instructional Development in Speech-Communication, with the purpose of legitimizing the behavioral, experimental, and scientific study of Communication. The conference resulted in a series of recommendations, including a call for “stressing” scientific approaches to “speech-communication” and encouraging the use of scientific approaches to inquiry in areas of Communication that “have traditionally used different approaches, such as rhetorical criticism, oral interpretation and theatre.” The proceedings of the New Orleans Conference ultimately were published in *Conceptual Frontiers in Speech-Communication*.

This tumultuous period also precipitated the 1970 National Development Project on Rhetoric, otherwise known as the Wingspread Conference, which was funded by the Speech Communication Association, NEH, the Johnson Foundation, and the University of Wisconsin. Keenly aware of the swirl of protest and unrest roiling the country

INTRODUCING THE **NCA**
Annual Fund

CELEBRATING OUR PAST, INVESTING IN OUR FUTURE

On the eve of our 2014 centennial celebration, we have launched the NCA Annual Fund. The support provided through this development effort will help ensure the ongoing viability of the association for the next 100 years and the continued enhancement and expansion of mission-supporting activities.

I am pleased to report that, in advance of the NCA Annual Fund launch, we had 100 percent participation in the fund from our current Executive Committee members. This is indicative of the strong personal commitment of our leadership to the good work of the association. My own donation reflects my feeling that NCA has been my personal and professional home for many years, and I am enthusiastic about the important and dynamic work the association is doing.

Today I ask that you consider joining me in making an inaugural gift to the NCA Annual Fund. A donation of any amount is greatly appreciated and represents a true commitment to our disciplinary community. Thank you in advance for considering NCA among your annual giving priorities.

Best wishes,

Steven A. Beebe
President

at the time, the scholars who gathered at Wingspread concluded that “to encourage expectations of ‘scientific’ or apodictic determinations in problem areas where such determinations are by nature unattainable will foster disillusionment and distrust of the institutions encouraging so unattainable a hope.” Thus, the conference attendees reaffirmed the need for a decidedly “rhetorical” approach to public problems—where “rhetorical communication is the presentation of the human worth discernible in any answer to any practical question.”

The conclusions of the Wingspread Conference, published in 1971 as *The Prospect of Rhetoric*, were startling for a discipline approaching its 60th anniversary. As the conferees concluded, “To adopt such emphases in research, teaching, and public affairs would be revolutionary and would require ways of thinking, communicating, and evaluating scarcely noticed in Anglo-American thought since the so-called ‘Age of Enlightenment.’” As subsequent generations of graduate students can attest, the Wingspread Conference and its outcomes profoundly influenced the nature of Communication inquiry for decades, evidenced most clearly by the rearticulations and reassessments published in *Reengaging the Prospects of Rhetoric* and *Making and Unmaking the Prospects for Rhetoric*. Standing on the shoulders of giants, living in the shadow of Wingspread, Communication scholars continue the conversations, pondering the complicated questions about the necessity, the indispensability, of Communication in a changing, ever-more-complex world. ■

FISCAL YEAR 2012–2013 PRE-LAUNCH
INAUGURAL GIFTS TO THE NCA ANNUAL FUND

Thank you to the members of the 2013 Executive Committee who chose to lead the launch of the Annual Fund by example with 100 percent participation. And thanks to the generous NCA members and staff who learned of this effort before it formally began and graciously offered to make inaugural gifts. With the recent official launch of the Annual Fund, we look forward to honoring and thanking many NCA members on these pages next September.

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NEW DIRECTIONS FOR HIGHER EDUCATION

In recent years, higher education has come under ever-increasing public scrutiny—rising tuition and resulting debt load, educational quality, and the skills with which graduates enter the workforce all have become the subject of national debate. The picture is not a pretty one. Students and their families are complaining about the lack of return (i.e., good jobs for new graduates) on their significant higher education time and dollar investment. Employers are complaining that new graduates do not have the skills they are seeking. The media have latched onto the quality question. And policy makers are demanding greater accountability, cutting vital funding, and threatening further intervention on a variety of fronts.

Against this backdrop, the higher education community has entered a period of self-reflection, and has begun to engage in innovations that may help shape a better future for students, faculty, and institutions alike. In this issue of *Spectra*, we explore some of the new forces being put in motion to improve the quality of higher education, and how the Communication discipline can contribute to a better future, especially when it comes to what and how students learn.

The recently released Lumina Foundation-sponsored Degree Qualifications Profile (*DQP*), which defines expected student learning outcomes (regardless of major or institution)

at the associate, bachelor's and master's degree levels, is one innovation that may help improve higher education outcomes. Paul Gaston, one of the authors of the *DQP*, explains that the Communication discipline has much to offer in terms of ensuring that students are able to achieve the outcomes that the *DQP* outlines. In addition to containing explicit expectations for "communication fluency," Gaston says, the proposed *DQP* outcomes "assume that developing scholars are developing communicators as well." Thus, he argues, the discipline of Communication has a critical and integral role to play in the *DQP* process.

Jennifer Waldeck provides practical strategies for "instructional leadership," which she says can replace traditional classroom management techniques to better engage students in spite of the social media, extracurricular activities, and consumerist mindsets that serve as distractions. According to Waldeck, a variety of emerging factors are heightening challenges to classroom management and the power of the professoriate. Instructional leadership may help faculty overcome these challenges and ensure better learning outcomes.

But high-quality student learning outcomes will be achievable only if the students who enter college (be it in person or online) arrive with the ability to tackle the



challenges they will encounter in higher education. An initiative of the National Governors Association and the Council of Chief State School Officers, the Common Core State Standards clearly define the knowledge and skills K-12 students require for success in college and/or the workforce. Bob Rothman traces the history of the standards and argues that their full implementation is critical to student success beyond high school. With 45 percent of recent high school graduates enrolled in college saying they have gaps in their oral communication skills—more than any other area, Rothman says, “the standards place a strong emphasis on speaking and listening.”

Finally, underlying these initiatives to improve student learning outcomes is the importance of teaching. The Communication discipline, as Scott Myers argues, has much insight to offer in terms of how to approach teaching, no matter the subject. Drawing on the recognition of “the significance of how effective instructor communication practices inform the teaching profession,” Myers presents five recommendations instructors should heed when teaching, whether in a traditional classroom, an online setting, or a training situation.

Ultimately, the question is not whether new directions for higher education *should* be created—a host of factors

THE QUESTION IS how to ensure that whatever changes are implemented contribute to improved teaching and learning. As the authors in this issue suggest, the discipline of Communication has a great deal to contribute to answering that question.

is mandating change. The question is how to ensure that whatever changes are implemented contribute to improved teaching and learning. As the authors in this issue suggest, the discipline of Communication has a great deal to contribute to answering that question. This issue of *Spectra*, *New Directions for Higher Education*, is designed to launch a community-wide conversation. ■

Editor’s Note: NCA extends special thanks to the members of the NCA Educational Policies Board, who provided helpful suggestions and insight as we planned this issue of Spectra.

THE

Thread

IN THE FABRIC

By Paul L. Gaston, Ph.D.



In the fabric of learning, knowing, and expression, communication represents the thread that runs throughout, crossing borders, making connections, and drawing attention to correspondences.

In Molière’s play *Le Bourgeois Gentilhomme*, Monsieur Jourdain congratulates himself on having spoken “prose” for more than 40 years. Similarly, those encountering the discipline of Communication for the first time may give themselves a pat on the back. Far from simply speaking, listening, reading, and writing, they have been *communicating*! But as initial acquaintance with the discipline of Communication leads to deeper knowledge, such rejoicing may yield to greater awareness. The more we learn about communication, the more we discover how much there is to learn—and how what we learn can enable us to become more effective in virtually everything we do. That is good news.

More good news can be found if we shift our focus from the advantages of greater individual proficiency to a broader consideration of communication within human society. That is because—at least from the perspective of a disinterested but fascinated observer—the discipline of Communication is enabling and interpreting an unprecedented transformation in how we understand knowledge and the ways of knowing. Simply put, in its myriad forms, communication makes possible the recognition and expression of an unprecedented growth of coherence in understanding and investigation. Colleges for the most part still maintain departments of English, History, and Biology, of course, but the traditional boundaries their disciplines reflect have increasingly little to do with how we learn and what we discover. And as obsolete boundaries separating ways of knowing erode, communication supports the necessary nexuses and promotes articulation of this new vision.

FROM QUILT TO CARPET

If the world of learning might once have been compared to a block quilt with prominent sashing, each block within its clearly defined borders representing a distinct discipline, a far more apt analogy today might be the oriental rug, with its intertwining patterns, dialogues between fields and medallions, and complex palette. In the fabric of learning, knowing, and expression, communication represents the thread that runs throughout, crossing borders, making connections, and drawing attention to correlations.

Communication appears to be contributing to this epistemological evolution in at least three ways. First, as mentioned above, deliberate and substantive communication offers a vital thread among current disciplines. Responsible and productive discussion, formal and informal, across and through the silo walls, enables economists and ecologists, physicians and physicists, astronomers and accountants to tackle issues that far transcend traditional, artificial categories. Second, all disciplines, both singly and in concert, now must attend more closely to principles of effective communication to interpret and justify their methods, accomplishments, and values to skeptical opinion leaders and an often ill-informed public. Third, through its analytical perspective, the discipline of Communication can contribute both to improved effectiveness of the interdisciplinary exchanges that are critical to the expansion of knowledge, and to the advocacy that increasingly is essential to securing support for that expansion.

In this light, it would be helpful if there were a resource capable of documenting and perhaps even promoting the increasingly synergistic role of communication in the emerging new world of knowledge *sans frontières*. In fact, there is.

A NEW RESOURCE

The *Degree Qualifications Profile (DQP)*, published by the Lumina Foundation in January 2011, describes what recipients of associate, bachelor's, and master's degrees should know, understand, and be able to do, regardless of institution or discipline. Neither a startlingly original declaration nor the straightforward restatement of an obvious consensus, the *DQP* draws on learning outcomes frameworks, both international and domestic, to offer a fresh, practical vision of knowledge and demonstrable capability across and beyond the disciplines. In addition to its many practical applications as "a tool that can help transform U.S. higher education," the *DQP* seeks to clarify both within the academy and for society at large what higher education offers and what students achieve.

Yet the *DQP* expresses no interest in the standardization of degrees, defining what should be taught, or prescribing particular pedagogical approaches. Above all, the *DQP* is "discipline agnostic" (in Clifford Adelman's phrase) in its endeavor to define learning outcomes in ways that both transcend and unite the disciplines. It does not express these outcomes in terms of credit hours, but "defines competencies in ways that emphasize both the cumulative integration of learning from many sources and the application of learning in a variety of settings" to "offer benchmarks for improving the quality of learning."

The *DQP* organizes the outcomes it proposes according to five broad categories: specialized knowledge, integrative knowledge, intellectual skills (analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, communication fluency), applied learning, and civic learning. Each is explained in some detail within the *DQP*, degree level by degree level, always with the assumption that understandings and demonstrable abilities pertinent at one level are to be assumed and further developed at the next.

The *DQP* organizes the outcomes it proposes according to five broad categories: specialized knowledge, integrative knowledge, intellectual skills (analytic inquiry, information literacy, engaging diverse perspectives, quantitative fluency, communication fluency), applied learning, and civic learning.

Commissioned by the Lumina Foundation in the context of its "big goal" for a sharp increase in the percentage of U.S. citizens with postsecondary credentials by 2025, the *DQP* responds to several current prompts. An increased emphasis on accountability and a corresponding emphasis on assessment require a clearer understanding of what our degrees mean in terms of measurable outcomes. Critical works such as Derek Bok's *Our Underachieving Colleges* and Richard Arum and Josipa Roska's *Academically Adrift* have added fresh urgency to clarification of a consensus, as have thinly veiled warnings from political leaders that higher education's window of opportunity to respond is closing. Thus, the *DQP* includes among its many objectives that of telling the story of higher education more effectively to disarm the efforts of others to rewrite it. Intended to offer reference points for students, faculty, advisers, and accreditors, the *DQP* specifies no curriculum, but creates an expectation that curricula be more intentional, coherent, and cumulative. Degree levels should be incremental. A master's degree should be far more than a bachelor's degree with additional hours in a single discipline. But degree programs also should be incremental, enabling students to build on what they have learned at previous levels and be able to do more at advanced levels.

THE DQP AND COMMUNICATION

As suggested above, "communication fluency" represents a discrete expectation within the *DQP*. At the associate level, students should be able to "present substantially error-free prose in both argumentative and narrative forms to general and specialized audiences." In addition, the recipient of a bachelor's degree should be able to "construct sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences." Moreover, at the bachelor's degree level, students should be able "either orally or in writing" to conduct inquiries involving sources in a second language. And "with one or more oral interlocutors or collaborators," students should be able to "advance an argument" directed toward the resolution of "a social, personal, or ethical dilemma."

As we should expect, expectations at the master's level are even more formidable. Master's degree recipients should be able to "create sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences."

Doubtless, this effort to describe communication fluency might be more sophisticated, more fully informed by the disciplines on which it draws, and more expertly shaped by those cognizant of the many different (yet interrelated) forms of communication. Revisions to a second iteration of the *DQP*, now in preparation, should lead to at least modest improvements.

But the importance of communication to the *DQP* extends beyond explicit references. As a quick scan of the document suggests, there is no discipline referenced more frequently or in a broader variety of contexts, no discipline more frequently assumed even when not overtly mentioned, no discipline more conspicuous as a link joining otherwise discrete learning outcomes than Communication. What matters even more than the frequency with which communication is directly mentioned in the *DQP* is the extent to which improved effectiveness across the five broad categories of degree outcomes is shown to depend on more deliberate, more skillful, and hence more effective, communication.

As the discipline has taught us, communication represents a transaction in which messages sent (encoded) and received (decoded) join communicators who are able to recognize and overcome noise. Because all elements of this transaction, including noise suppression, can be improved through greater attentiveness to models of best practice and through exercise in their pursuit, the outcomes the *DQP* proposes assume that developing scholars are developing communicators as well.

To this end, the *DQP* explicitly or implicitly references many of the arenas of communication as succinctly defined by NCA. *Applied communication* makes possible many of the applications of knowledge through appropriate media. “Engaging diverse perspectives,” as defined by the *DQP*, depends on effective *international and intercultural communication* that includes awareness of “similarities and differences across cultures.” The study of *interpersonal, organizational, and small group* communication all support the *DQP*’s emphasis on

“articulation,” “demonstration,” and “presentation” as measures of learning. *Performance studies* have a clear contribution to make to the *DQP*’s acknowledgement throughout of the fine arts and other communicative experiences as a way of knowing. Both *political communication* and *public address* are germane to the *DQP*’s discrete category of “civic learning.” Without belaboring what should be evident, we can conclude that just as the *DQP* depends on Communication as a thread running through its interdisciplinary carpet, so, too, does Communication, through the range of its foci, provide a strong and rich connective filament.

HOW IS THE *DQP* BEING USED?

Since its publication in January 2011, more than 200 institutions and associations have found the *DQP* useful in one way or another. As one of the *DQP*’s four authors, I have had the opportunity to work with accrediting organizations such as the Higher Learning Commission (North Central Association) and the Western Association of Schools and Colleges, with sector organizations such as the Council of Independent Colleges, and with many colleges and universities. While the range of applications is broad, it is possible to describe several broad categories that describe current uses and point to the *DQP*’s potential for the future.

- The *DQP* offers a rubric against which accreditors, institutions, and programs can measure the spectrum and specificity of learning outcomes statements already in place. One prestigious research university has used the *DQP* to identify gaps in statements formerly deemed to be comprehensive.
- The *DQP* can provide a platform for much-needed discussions between the secondary and postsecondary sectors. High school teachers have a strong commitment to their students’ success in college, while college teachers share their interest in student preparedness. The *DQP* can provide both a common vocabulary and a neutral platform for these discussions. *continued on page 26* →



PAUL L. GASTON, Trustees Professor at Kent State University in Kent, Ohio, is a teacher, author, and speaker on higher education. One of four authors of *The Degree Qualifications Profile* (2011), published by Lumina Foundation, he has worked with more than 50 colleges and universities in defining what academic degrees mean in terms of learning outcomes. His most recent book, *Higher Education Accreditation: How It’s Changing, Why It Must*, will be published in October 2013. Three other recent books are *General Education and Liberal Learning* (AAC&U, 2010), *The Challenge of Bologna: What U.S. Higher Education Has to Learn from Europe and Why It Matters That We Learn It* (Stylus Publishing, 2010), and *Revising General Education*, with Jerry Gaff (AAC&U, 2009).

REFLECTIONS^{AND} NEW DIRECTIONS FOR INSTRUCTIONAL LEADERSHIP

By Jennifer H. Waldeck, Ph.D.

As a researcher with a strong interest in how communication can facilitate teaching and learning, I spend a lot of time thinking about my experiences with students and talking with colleagues about theirs. Serving as a faculty mentor on my campus, I've had the opportunity to work with excellent instructors who are troubled by some of the same concerns I have: Although most of our interactions in the classroom are positive, many students are increasingly difficult to engage, dismissive, or even disrespectful of the professoriate's role in their education. In addition, some are distracted by communication devices in the classroom, lack appropriate and effective face-to-face communication skills, and possess an overinflated sense of their value to the workforce. They leave many of us wondering if the "power in the classroom" that Communication researchers have been studying for 30 years remains relevant. Do we still have it? Are we communicating in ways that allow us to successfully manage our classrooms and help students learn?

The traditional perspective on classroom management may deserve another look in light of how our classrooms, our students, and the world itself are evolving. The classroom management approach to teaching suggests that as instructors strategically influence students to remain focused on "on-task" behaviors relevant to the subject matter, learning will occur. The classroom management research focuses primarily on

what we do *inside* that classroom to keep students working and says little about what we can do beyond those three or four hours a week during which we see students in formal instruction.

Traditionally, effective classroom managers have been able to subtly "micro-manage" students, allocating class time for particular tasks and setting up controlled conditions that keep students oriented toward the subject. The best managers use prompts, positive questioning techniques, motivational statements, and messages that impose structure (such as clear transitions between activities or topics). The "Power in the Classroom" series of studies published in *Communication Education* in the 1980s, and subsequent examinations of messages used by college instructors to shape and alter student behaviors, further demonstrated how we can use persuasive, pro-social ("nice") messages to keep students focused on our course material so they will learn.

However, students today face an incredibly large number of distractions from their coursework, compared with the early 1980s or even the 1990s. Numerous factors compete for students' attention, challenge our power, and require a strong repertoire of classroom management techniques. For example, Wi-Fi and mobile phones in classrooms give students easy access to social media. But the problem of distraction isn't just an issue during class time—students' myriad activities



may leave them little time to focus on our classes in between meetings. Today's emphasis on internships, community service, group collaboration, extracurricular activities, and work experience during college seems to be creating a generation of students who are tired and stretched thin, and whose overall learning may suffer as a result. And the more traditional problems that have existed since the beginning of time—side-talking, daydreaming, absences, and working on materials unrelated to the class—haven't gone away.

So we need to think critically about how we “manage” learners and the ways they engage with our courses, both in and out of the classroom. Students need more encouragement than ever to maintain their focus on and commitment to their learning. How can we do this? What assumptions and behaviors do we need to shift to effectively facilitate learning? And what gets in the way?

THE ENVIRONMENT

The contemporary learning environment provides many opportunities to instructors and students—incredible information creation, storage, and retrieval capabilities; interpersonally rich mediated collaboration; “smart” classrooms; and more. But a number of factors challenge us and our ability to create a structured, focused classroom. One of the biggest obstacles is student use of communication devices during class. I don't need to describe this in detail because we've all seen it: students texting, Instagramming, tweeting, and Facebooking during class.

Many of us also are challenged by the fact that a great number of our students are just plain tired. According to a U.S. Census report, 71 percent of U.S. college students were working in 2011, and of that number, one in five worked more than 35 hours per week. In addition, nearly 70 percent

of the graduating class of 2013 had an internship at some point during college, according to the National Association of Colleges and Employers. Further, today's millennial college students have a strong interest in community service and civic participation. They know that employers are looking for well-rounded graduates with a variety of professional and social interests. The results are highly engaged and involved students who are exhausted from all they do. Their ability to concentrate during class, particularly on a traditional lecture, dwindles as their fatigue grows.

overinflated perceptions of their current communication skills and knowledge. A recent Beyond.com survey of 6,000 millennial job seekers and veteran HR professionals revealed vast differences between students' and employers' perceptions of important student abilities. Although 65 percent of job seekers viewed themselves as having strong interpersonal skills, only 14 percent of employers rated college students as strong communicators. Sixty percent of millennials said they were team players, but only 22 percent of HR professionals labeled them this way. And only 9 percent of HR professionals

LEADING OUR STUDENTS means focusing more on engaging them and building their level of commitment to our classes and to their learning, and less on micro-managing their in-class behaviors.

STUDENT BELIEFS

In addition to environmental factors, classroom management may be difficult as a result of our students' beliefs about their abilities and education. For example, the popular press has written extensively about the "consumerist" attitude held by some college students and their parents. My own research reveals evidence of this. At the 2013 International Communication Association conference, I presented a study in which students indicated that they viewed their education, along with their relationships with faculty, as commodities. They expressed strong beliefs that they are "customers" requiring "customer service" from faculty and administrators. For example, one student reported: "I don't really see teachers as having power. They are paid to teach the material and grade the work." The tasks of engaging and focusing a student holding this attitude, and keeping him or her on task, may be challenging even for an experienced instructor.

Although the consumerist mindset might pertain to only a minority of college students, a more widespread problem relates to students' (mis)perception that they can effectively "multi-task." When I ask students to refrain from texting during class, I often hear, "But I'm listening! I'm a good multi-tasker." In fact, research is exposing the myth behind multi-tasking; people who switch back and forth between tasks or attempt to work simultaneously on two or more tasks work more slowly and with a higher rate of error than people who focus on a single activity at a time. Abundant evidence suggests that multi-taskers use their brains less effectively and efficiently, have more short- and long-term memory deficits, and are less apt to usefully organize and filter information than more focused thinkers and doers.

And finally, our efforts to influence students and keep them focused on our courses may be hampered by their

sampled believed recent college graduates lead others well, while a solid 40 percent of student respondents defined themselves as leaders. These numbers suggest that because many students already believe they are competent communicators, collaborators, and leaders, they may be closed to our influence and instruction in these areas and "tune out" when related topics are covered in class.

PRACTICAL STRATEGIES FOR RETHINKING CLASSROOM MANAGEMENT

The observations I've shared in this article lead me to one primary conclusion: *We need to shift our thinking away from the classroom management paradigm to one of instructional leadership.* Leading our students means focusing more on engaging them and building their level of commitment to our classes and to their learning, and less on micro-managing their in-class behaviors. Although sound classroom management practices such as the use of prompts, motivational statements, and time management remain important, leading our students involves much more. Instructional leadership messages and behaviors should address student involvement with our courses outside of the classroom, as well as in it.

In a recent study of teacher influence, students generally reported that in-class distractions and "misbehaviors" were less of a problem to their learning than numerous distractions existing outside of formal instruction. Although students may underestimate just how distracted they are during class time (recall the research on multi-tasking mentioned earlier in this article), their responses still have some value. They suggest that instructors who are preoccupied with classroom rules and structure might shift some of the energy spent on those activities to finding ways to maximize student focus and engagement in between class meetings.

For example, some instructors are moving away from “participation” grades to “commitment” grades—composed of student behaviors such as regular attendance to class and group project meetings, prompt response to e-mails and messages relevant to group projects, respectful and meaningful contributions to class discussion, and taking responsibility rather than making excuses or casting blame for performance problems. Such a shift encourages students to engage in more active learning and enhances their sense of commitment to a classroom community.

Another way to keep students thinking critically and actively working toward their instructional objectives in between classes is to create “check-in” assignments due at periodic intervals for long-term projects. In other words, breaking a large semester-long project into smaller, manageable parts can help keep students focused. For example, for a semester-long training and development project that culminates in student groups facilitating a training session, I create deadlines across the semester for elements of the project: topic selection, training objectives, instructional materials, and evaluation plan.

A third practical strategy for leading in the presence of distractions is to actually leverage social media and communication devices, rather than resist or ban their use. Our students spent on average more than six hours a day on social media sites in 2012, according to a Nielsen report. So let’s take advantage of their love for all things social and technology. For example, use Remind101, an app that allows you to send text messages to students’ phones (while maintaining privacy of your number) to remind them of deadlines or upcoming class activities. Encourage virtual group meetings using Skype or Google Hangouts. Students use these in their personal lives, and such virtual tools will help with the age-old problems of “we couldn’t find a time to meet” or “I commute, so it’s really hard to meet with my group.” Utilize polling, web research activities, and crowdsourcing tasks to engage students. For example, I require public speaking students to gather some anecdotal evidence from their social networks for speeches using social media.

Next, be clear about your policies regarding communication device use in the classroom. Faculty tend to fall into one of three camps: (1) Allow it and ignore off-task uses of it; (2) Ban it for all but course-related purposes; or (3) Ban it altogether. I’ve just argued for the creative integration of technology into our courses as a way of actually focusing students. But if you decide that strategy is not for you, simply be very clear with your students about your rules and the consequences of breaking them. Then enforce them. If you can’t do so, rethink the policy.

Finally, stay current and keep it real for students. We need to be aware of popular press survey research such as the beyond.com study that exposed the disparities between student and employer perceptions. Exposing students to information that will help them prepare for engaging in life after college might help focus their attention on what’s important during college. Similarly, we need to engage students in discussions about the myth of multi-tasking—and in our advising and mentoring roles, we should help students prioritize and refine their big-picture to-do lists. Are five or six internships really necessary even though students feel pressured to overachieve in this area?

Instructional leadership is a way to influence students more holistically than the traditional “micro-managing” that the classroom management perspective encourages. It extends outside the classroom to how students manage their time between classes, and to our advising and mentoring relationships with them. Instructional leadership encourages accountability and personal responsibility and it leverages the technologies our students enjoy using, rather than viewing them as a counterproductive nuisance. We live in a complex time, and our students lead complex and sometimes chaotic lives. Managing them may not give them the tools they need to manage their own lives after they leave our courses. Leadership, on the other hand, encourages them to be the kind of people with whom others will want to work. In this way, they will make a positive impact on their communities, workplaces, and families. ■



JENNIFER WALDECK is an Associate Professor of Communication Studies at Chapman University in Orange, CA, where she has served as a faculty mentor and is on the Steering Committee for the Institute for Excellence in Teaching. Waldeck is the co-author of *Business and Professional Communication in a Digital Age* (Cengage) and has published in *Communication Education*, *Communication Quarterly*, *Communication Monographs*, *Communication Yearbook*, *Journal of Applied Communication Research*, and *Handbook of Communication and Instruction*, among others. She is a member of the NCA Educational Policies Board, as well as President Steven Beebe’s Basic Course Task Force.

COMMUNICATION

AND THE
COMMON CORE

By Robert Rothman

For years, college professors have said that oral communication is one of the most important skills needed for success in postsecondary education—and that too few entering freshmen display oral communication competency. One survey of more than 1,800 professors, for example, found that the overwhelming majority considered speaking and listening relevant to their courses. That was more than the number who said reading and writing were relevant.

Students, too, are aware of the need for oral communication skills. In a 2004 survey conducted for Achieve, a Washington, DC-based group led by governors and business leaders, 45 percent of recent high school graduates enrolled in college said they had gaps in their oral communication skills—more than any other area—and 12 percent said the gaps were large.

The situation may be about to change. Forty-six states and the District of Columbia have adopted new standards for all students in elementary and secondary education. The Common Core State Standards are explicitly designed to lay out the knowledge and skills—including oral communication—that all students need to succeed in college and the workforce. The standards place a strong emphasis on speaking and listening, including those abilities as one of four key strands in English language arts.

States face a number of challenges in implementing the standards, particularly those for speaking and listening. Many teachers are unprepared to instruct students in these abilities, and there are few assessments that measure students' abilities to communicate effectively. But considerable efforts are under way to address these challenges.

This article provides background on the Common Core State Standards, describes the standards' oral communication requirements, and discusses some of the challenges states and schools must overcome to make the standards a reality.





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A QUARTER-CENTURY OF STANDARDS

The Common Core State Standards represent the culmination of nearly a quarter-century of efforts to establish common definitions of what students should know and be able to do. In the past, states and school districts usually had defined what students should study by mandating that they take a prescribed number of courses in particular subjects to earn a diploma. However, these requirements typically said little about the content that all students should learn.

In the 1980s, though, research in cognitive science and educational policy converged around the idea of setting clear standards for what students should know and be able to do, and of using these standards as the fulcrum of educational systems. Cognitive researchers found that students learn best when the expectations for their learning are clear and they can set targets for their own improvement. Policy researchers found that education policy could become more coherent and effective if it centered on clear student performance standards, with assessments, curriculum, and professional development aligned to those standards.

Based on those ideas, national organizations, supported by grants from the George H.W. Bush administration, developed statements of what students should learn in a range of disciplines, and states began to set standards for their students, sometimes—though not always—based on the national documents. These efforts were spurred by legislation enacted during the Clinton administration, which gave grants to states to pursue standards-setting and then required states to set standards as a condition of federal aid. By the end of the 1990s, all but one state (Iowa) had developed standards.

The result of this effort was mixed. The standards varied in quality from state to state, and in some cases the standards were either long lists of topics, too many to cover in a single year, or too vague to provide much guidance to teachers.

Teachers tended to continue what they had been doing rather than using the standards to design new courses of study.

By the early 2000s, national organizations began to call for common state standards that would raise expectations for all students. One prominent impetus for action was the high rate of college remediation. Students could meet standards states had set, yet find themselves unprepared for higher education. A 2004 study by ACT, the Iowa City-based organization that produces the widely used ACT® college admissions test, attempted to quantify the extent of the gaps. The study found that only 26 percent of high school graduates who had taken the ACT®—students who indicated their intention to go to college—earned scores high enough to have a good chance of success in a college-level biology course, 40 percent were prepared for college-level algebra, and 68 percent were prepared for a college English composition course. The proportion of racial and ethnic minority students ready for college was far lower.

In response, two organizations of state leaders, the National Governors Association and the Council of Chief State School Officers, took the lead in crafting common standards. The groups called an April 2009 meeting at a Chicago airport hotel to announce the effort and release a memorandum of understanding (MOU) under which states would commit themselves to it. According to the MOU, states would agree to participate in the development of the standards, but not necessarily to adopt the final product. Forty-eight governors and state education chiefs, all but those of Alaska and Texas, signed the agreement. State leaders said they recognized that they could develop a better product if they pooled their resources, rather than work separately.

The process was designed to differ significantly from the standards-setting efforts of the 1990s. Perhaps most important, the leaders set the goal of developing standards that would ensure that students who graduated from

high school would be ready for college or careers. To that end, the standard-setters based their decisions on evidence of what knowledge and skills were essential for postsecondary success. That criterion helped minimize some of the political compromises that had weakened previous state standards. It also elevated some skills, such as speaking and listening, that research had shown were necessary for success in college.

The final Common Core State Standards were released on June 2, 2010, and in quick order gained wide acceptance. A few states did not even wait for the standards to be released to adopt them; Kentucky did so in February, four months before they were final (although the state Board of Education reserved the right to review the final product). Within weeks of their release, 30 states had adopted the standards, and by the end of 2010, 43 had done so. A few more added their voices in 2011, bringing the total to 46 states and the District of Columbia, and the Department of Defense schools adopted the standards in 2012. The federal government helped advance the adoption process by awarding points to states that adopted the standards in its Race to the Top program, a competition to award \$4.3 billion to states that adopted a set of reforms, but states were eager to sign on to the effort. Although a few states have attempted to reverse the adoption decision, all have failed as of this writing.

STANDARDS FOR SPEAKING AND LISTENING

The Common Core State Standards for English Language Arts include standards for reading, writing, language, and speaking and listening. (The standards also include literacy standards for science, social studies, and technical subjects.) The speaking and listening standards include two broad standards: Comprehension and Collaboration, and Presentation of Knowledge and Ideas. Although these headings appear to correspond to “listening” and “speaking,” respectively, they both contain aspects of each. The standards are designed to integrate speaking and listening, and to link speaking and listening to the rest of the English Language Arts standards.

For example, the Comprehension and Collaboration standards are active, rather than passive, standards. They state that students should be able to:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Thus, the standards expect students not only to listen to other speakers and assess their arguments, but also to participate actively in discussions and express their own points of view. Students should expect to speak, as well as listen.

Similarly, the Presentation of Knowledge and Ideas standards expect students to be active participants in discussions, and to listen attentively and speak with their peers. The standards state that students should be able to:

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

That is, students should make presentations in ways that respect their audience, and communicate in ways that the audience can understand. In that way, the communication is interactive; the listeners help shape the presentation.

The Standards document notes further that students should have opportunities to participate in a range of speaking and listening situations. These should be “rich, structured conversations” around important content in a variety of domains, and should include whole-class discussions, as well as one-on-one conversations. The document also notes that electronic means of communication have broadened the opportunities students have for discussion, and suggests that classrooms take advantage of those opportunities.

The standards make clear that these expectations should begin as early as kindergarten. In that grade, students are expected to participate in conversations with partners about “kindergarten topics and texts”; ask and answer questions; describe familiar people, places, things, and events; add drawings or visual displays to presentations; and express thoughts audibly and clearly.

By grades 11 and 12, students should be able to integrate multiple sources of information; evaluate a speaker’s point of view; present information, findings, and supporting evidence such that listeners can follow the line of reasoning; make strategic use of digital media; and adapt speech to a variety of contexts and tasks.

The reading and writing standards complement these standards by asking students to demonstrate their understanding of texts and express their ideas persuasively and convincingly. These tasks can—and should—be done through

speaking and listening. For example, a reading standard for grades 11 and 12 states: “Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.” To accomplish this standard, students must have opportunities to make multimedia presentations. Thus, providing students with such opportunities can enable them to meet both this reading standard and the speaking and listening standards.

Similarly, the writing standards for grades 6 through 12 state that students should “develop and strengthen writing” through guidance and support from peers and adults. This standard thus implies that students should have opportunities to present their writing in class and receive verbal feedback.

IMPLEMENTATION CHALLENGES

Implementing these standards in classrooms poses a number of challenges. Most significantly, teachers need support to help them change their practice in ways the standards suggest. Although states and private organizations have invested substantial resources in providing professional development and tools for teachers around the standards, surveys of teachers suggest that they still feel unprepared to teach them. For example, a survey conducted by the American Federation of Teachers in 2013 found that only 27 percent of teachers said districts had provided “all or most” of the tools they needed, and 78 percent of teachers in low-performing schools said they had received some, few, or no resources.

These resources are critical because the speaking and listening standards will require substantial changes in classroom practice for most teachers. Studies of classrooms consistently show that students tend to have few opportunities for speaking and listening. In most classrooms, teachers do most of the talking, and when students do speak, it is usually to respond to a teacher’s direct question. This pattern is particularly prevalent in classrooms with low-achieving students.

The traditional pattern of classroom discourse also does little to develop students’ abilities to communicate

effectively. In many cases, the teacher initiates a question, a student responds, and the teacher evaluates the response. Providing students with opportunities for meaningful oral communication will take effort, as well as professional development to provide teachers with techniques for doing so.

Assessing the speaking and listening standards poses challenges as well. After the standards were released, the U.S. Department of Education awarded \$330 million to two consortia of states to develop assessments to measure student performance against the standards. The two consortia—the Partnership for Assessment of Readiness for College and Careers (PARCC), a group of 22 states, and the Smarter Balanced Assessment Consortium, a group of 25 states—aim to put these assessments in place by the 2014–15 school year, and both plan to develop assessments of speaking and listening. However, PARCC announced in June 2013 that it would delay the speaking and listening assessment for a year to focus its efforts on developing summative assessments in reading and writing.

What the assessments will look like is not clear. According to the plans submitted by the consortia, the assessments are expected to be administered in classrooms and scored by teachers. In that case, teachers will need training to ensure that they understand the scoring system and are able to score assessments accurately and consistently.

These challenges are significant, but states and the organizations that are supporting them are committed to overcoming them. They share the belief that the Common Core State Standards represent a major advance for equal opportunity. Well before most other countries, the United States opened access to education and made universal public schooling common. With the advent of the standards movement, states began to define what that education should be. Now there is nearly nationwide agreement on what that definition is. All students, regardless of their background or where they live, are now expected to learn what they need to know to be ready for college or careers by the time they graduate from high school—including the ability to speak and listen effectively. ■



ROBERT ROTHMAN is a Senior Fellow at the Alliance for Excellent Education, a Washington, DC-based policy and advocacy organization. A nationally known education writer and editor, Rothman has written numerous reports and articles on a wide range of education issues. He is the author of *Something in Common: The Common Core Standards and the Next Chapter in American Education* (2011) and *Measuring Up: Standards, Assessments, and School Reform* (1995), and the editor of *City Schools* (2007).

Becoming an Effective Classroom Communicator

By Scott A. Myers, Ph.D.

...As I walked into the classroom on the first day of class, I realized that effective teaching involved more than mastering the mechanics.

My primary motivation for enrolling in a graduate program in Communication Studies was to obtain the credentials necessary to allow me to become a college professor. As clichéd as it may sound, my goal was to become that instructor who might make a difference in the lives of my students. And as I started my graduate work, I learned quite a bit about the mechanics of effective teaching, which bolstered my confidence and led me to believe I had made the right career decision.

The orientation training program and my pedagogy class introduced me to the basics of classroom management. The mandatory departmental meetings and workshops provided me with a glimpse into the institutional culture, an overview and basic philosophy of the specific course I would be teaching, and a list of the rules, requirements, and policies I would need to uphold to satisfactorily perform my duties. The microteaching and the requisite feedback elicited from my peers made me believe I was a content specialist based on the 20-minute lesson I taught verbatim from the assigned textbook chapter.

Yet, as I walked into the classroom on the first day of class, I realized that effective teaching involved more

than mastering the mechanics. As I encountered 25 new faces, attempted to connect names with those faces, and learned why they were enrolled in the course, I quickly acknowledged that knowing how to construct a syllabus, present a lecture, and write exam questions—while helpful—were not going to be enough to get me through the semester if I wanted to be a proficient instructor.

Over the next 14 weeks, a series of struggles ensued. I strived to make the course material stimulating, relevant, and important. I attempted to present myself in a manner that was informative, yet entertaining. I tried to reconcile my need to be liked and appreciated by my students with my need to establish authority and high expectations. I worried incessantly about whether I was covering the material at both a pace and a level at which my students would learn. All of these struggles, I soon realized, revolved around my communication behaviors in the classroom. Consequently, during this time, I began to recognize the significance of how effective instructor communication practices inform the teaching profession, and I realized I had a long way to go to master these practices to become the professor who just might make that clichéd difference in my students' lives.



SUPPORT FROM THE EDUCATIONAL POLICIES BOARD

Helping NCA members become effective classroom communicators, as well as helping them realize their potential as classroom instructors, is at the forefront of why the NCA Educational Policies Board (EPB) exists. The EPB has three goals: to support and promote disciplinary pedagogy, to assist in the dissemination of this disciplinary pedagogy beyond the discipline, and to facilitate professional development for communication scholars, educators, and practitioners.

One way in which the EPB is working to accomplish these goals is through a series of articles titled “Translating Research into Instructional Practice” (TRIP). This series, which is housed on the Virtual Faculty Lounge page of the Teaching and Learning tab on the NCA website, highlights a variety of teaching behaviors that exert a positive influence in the college classroom, according to instructional communication researchers. Each article defines and describes a particular behavior, provides a brief summary of the research conducted to date on the behavior, and identifies several tips on how the behavior can be used in the classroom.

While the purpose of this article is not to review each TRIP piece, there are five recommendations instructors

should heed when teaching, whether in a traditional classroom, an online setting, or a training situation.

First, pay attention to your communicator style, the pervasive form of self-presentation that represents the most fundamental way in which you communicate with your students. Think for a moment about how your students react and respond when you interact with them. Do they take your messages seriously or lightly, view them as enlightening or depressing, rate them as predictable or surprising, or perceive them as supportive or defensive? Would your students consider you to be personable because you are conversational, approachable, kind, caring, and empathic? Do they rate you as entertaining because you use narratives, humor, and self-disclosure? Are you perceived as authoritarian because you take charge, challenge students, and are accurate in your choice of language and nonverbal behaviors?

Because your communicator style manifests itself through your choice of verbal and nonverbal communication behaviors, ultimately how you present yourself is going to be reflected in how your students choose to interact with you. While your communicator style is left to you, students tend to respond more positively to instructors

who listen to them, are calm and anxiety-free, and value their presence. Moreover, our choice of language, verbal statements (e.g., examples, questions), and nonverbal behaviors (e.g., facial expression, vocal tone) indicates to students how well we either understand or misunderstand them.

Second, ponder how you negotiate the power dynamic that exists within your classroom. Power, a well-recognized instructional communication construct rooted in the notion that instructors can strategically and positively communicate in ways that influence student behavior, emerges in five forms: legitimate, reward, coercive, expert, and referent. While students are fully aware that instructors can place academic demands upon them (i.e., legitimate power), reward them for meeting these demands (i.e., reward power), or punish them for failing to meet these demands (i.e., coercive power), they respond more favorably when we communicate with them in ways that stress cooperation, fairness, and equality. Doing so allows you to demonstrate subject matter and classroom management competence (i.e., expert power) and create the sense of identity and affiliation desired by students (i.e., referent power).

Instructors also can display their power by using several persuasive communication strategies known as behavioral alteration techniques. Students generally are responsive to strategies that are pro-social in nature and that suggest their contributions (e.g., participation, cooperation) to the larger classroom community are valued by both their instructors and their peers. Some of these strategies include fostering a sense of personal responsibility and duty, instilling self-esteem and confidence, developing an awareness of altruism, and implementing meaningful incentives. When considering this power dynamic, recognize the importance of communicating with students in a confirming manner that makes them feel as if they are vital, respected, and integral partners in the classroom.

Third, consider the ways in which you can enhance your instructional messages by focusing on the rhetorical components associated with these messages. For instructors, these rhetorical components are clarity, relevance, and humor. Clarity refers to the specific communication techniques that instructors use to enhance the fidelity of an instructional message. These techniques can be used both before and during class. For instance, you can create learning objectives and develop PowerPoint slides, skeleton outlines, and handouts prior to any lesson. While teaching, you can use preview statements, signposts, transitions, internal summaries, and review statements as a way to organize your lectures.

Closely linked to clarity is the relevance of the course material to students' personal and career goals, as well as their personal interests. You can increase the extent to

which students rate your teaching as relevant by linking the course content to their interests outside the classroom. Thus, ensure that your lectures and classroom activities incorporate the movies, television shows, video games, music, and sports students enjoy; integrate the technology students use daily; and personalize the classroom experience by taking time to learn more about your students and why they enrolled in your course.

At the same time, integrating humor into your instructional messages is helpful. Humor can be a bit more challenging, however, because it requires a sensitivity that clarity and relevance do not. What some students find funny, others do not; what some students consider appropriate, others find inappropriate. For humor to be effective, it generally must relate to the course content, not be offensive, and not disparage the students enrolled in the class. And while humor can be useful, it should never be used at the expense of clarity or relevance.

Fourth, reflect on the behaviors you use to enhance the relational components of teaching. While students are fully aware of the status differential that exists between them and their instructors, they also are eager to develop a working relationship with instructors that is grounded in caring, liking, and respect. To foster this relationship, you should strive to use immediacy behaviors and affinity-seeking strategies with your students. Immediacy is another well-recognized instructional communication construct that refers to the verbal and nonverbal behaviors that instructors can use to reduce the physical and psychological distance between them and their students.

Some verbal immediacy behaviors include addressing students by their names, engaging in conversations with students before and after class, using pronouns such as "we" and "our" (e.g., "we're in this together," "our class") instead of "you" or "my" (e.g., "you're on your own," "my class"), and asking students for their input. Some nonverbal immediacy behaviors include smiling at students, walking around the classroom, standing close to students, gesturing, engaging in eye contact, and using vocal variety. Immediacy is important to students because it signifies you are interested in approaching them and getting to know them on a personal level.

Likewise, using affinity-seeking strategies is a way in which you implicitly tell your students you like them. While there are many affinity-seeking strategies that instructors use with their students, strategies such as listening actively, being dynamic and enthusiastic, treating students as equals, and eliciting disclosure from students are excellent ways to capture interest. For the positive effects of immediacy and affinity-seeking to be realized, though, remember that students must

believe that your use of these behaviors is sincere. Otherwise, any attempts at relational development will be thwarted.

Fifth, monitor those behaviors (i.e., misbehaviors) that students would view as interfering with either their learning or your classroom instruction. While most instructors certainly do not enter the classroom with the intent to misbehave, many instructors do not stop to think about the ramifications of some of their actions. A number of seemingly innocuous behaviors on our part are rated by students as interfering with their learning process. These behaviors can include presenting a boring, unclear, or confusing lecture; straying from the subject matter; or being late in returning homework, exams, or papers. Students initially may tolerate these behaviors because they happen infrequently, because they like you, or because they attribute your misbehavior to an external source (e.g., illness, a problem at home). But if you repeatedly engage in these behaviors, your students may become less motivated and will decrease their attempts to communicate with you, both in and out of class.

We also must keep in mind that when we challenge our students' beliefs and opinions as a way to promote critical thinking, decision making, or problem solving, our students sometimes misinterpret or mistake these argumentative behaviors as verbally aggressive. Argumentative behaviors target a student's position on a topic, whereas verbally aggressive behaviors attack some aspect (e.g., competence, character, background) of a student's self-concept. When we communicate in a verbally aggressive manner, we need to remain mindful not to threaten our students' needs for approval and acceptance, particularly so we do not damage their motivation or confidence.

DETERMINING STUDENTS' COMMUNICATIVE NEEDS

At the same time, being an effective classroom communicator requires you to gain a sense of the communicative needs of students and reasons why they are motivated to communicate with you, willing to communicate in or out of class, or feel

the need to engage in either challenge or resistance behaviors. Learning why students in general communicate in the classroom, as well as why your students communicate with you specifically, enables you to gain an understanding not only of the role students play in establishing a supportive and connected classroom climate, but also what students—both individually and collectively—bring to the educational experience.

Many students are motivated to communicate with their instructors as a way to learn more about them interpersonally, obtain information necessary to perform well academically, suggest they are involved and interested in the course and the course material, offer excuses for why their work is late or incomplete or why their performance is deficient, or attempt to make a favorable impression. While some students will participate in class by actively and purposefully asking questions, offering comments, and contributing to class discussion, other students will choose to participate passively by listening, taking notes, or nodding in an affirmative manner. They may seek your advice or guidance about the course and course assignments, their personal lives, or their future career paths through e-mail, social media, office visits, and advising sessions. Occasionally, students might challenge you by questioning your grading methods, your class rules, your authority, or the relevance of course assignments; they also may resist your actions by reacting either positively or negatively to your attempts to influence how they behave in the classroom.

In the 1978 textbook *Communication in the Classroom*, authors Thomas Hurt, Michael Scott, and James McCroskey coined an adage popular among instructional communication scholars: "There is, indeed, a difference between knowing and teaching, and that difference is communication in the classroom." As many of you can attest, this adage rings true. While becoming an effective classroom communicator can be perceived as a daunting task, it is not an insurmountable one. By heeding the five recommendations in this article, you will be one step closer to accomplishing this task. ■



SCOTT A. MYERS, Ph.D., is a Professor and Ph.D. Coordinator in the Department of Communication Studies at West Virginia University (WVU). He teaches courses in instructional communication, communication pedagogy, and small group communication. His research centers on the student-instructor relationship in the college classroom. Myers has published articles in *Communication Education*, *Communication Research Reports*, and *Communication Quarterly*, among others. He is a former editor of *Communication Teacher* and a past president of the Central States Communication Association. At WVU, the Eberly College of Arts and Sciences has recognized Myers as a Woodburn Professor and an Outstanding Teacher. Myers is a member of the NCA Educational Policies Board.

THE **THREAD** IN THE FABRIC

By Paul L. Gaston, Ph.D.

← continued from page 13



...Communication will continue to be the most conspicuous and wide-ranging thread in the fabric of knowledge and demonstrable ability that makes up the garments we call degrees.

- A student guide to the *DQP*, now in the planning stages, will enable high school students to use its focus on learning outcomes as a lens through which to consider their preparation for college and as a filter with which to evaluate the promotional materials of colleges and universities.
- The same student guide also will enable students once in college to understand and describe their long-term curricular goals, consider how particular courses contribute to those goals, navigate more knowledgably among their curricular choices, and track their progress toward their degrees.
- Students studying at the associate degree level may use the *DQP* to understand more clearly the incremental learning offered by the baccalaureate and thus be able to make a more fully informed decision about further study. Similarly, students considering proceeding to a master's degree may be better able to appreciate how graduate study differs qualitatively as well as quantitatively from undergraduate study.
- Degree recipients can use the *DQP* to interpret their credentials to potential employers and graduate programs.
- Some highly distinctive institutions (faith-based, career-focused, highly technical) cite the *DQP* as a way of asserting and explaining their commitment to a liberal arts education for their students.
- The *DQP* offers a stable platform for reforming transfer policies. If institutions can reach agreement on broad learning outcomes, the necessity of course-to-course matching can be reduced considerably.

There are many approaches, adaptations, and stories of accomplishment. Implementation in some instances appears “top down,” as when institutions respond to an accreditor’s recommendation for use of the *DQP*. In many instances, use of the *DQP* appears “bottom up,” as when

faculty members adopt the *DQP* as a point of departure for reframing disciplinary or programmatic objectives. Adelman takes literally the word “profile.” The *DQP*, he says, is like the outline of Alfred Hitchcock. Even though the profile creates clear expectations, different hands will complete the picture in different ways.

THE *DQP*: THE SECOND EDITION

A second edition of the *DQP*, scheduled for publication in 2014, will respond to this considerable experience, consider reactions and advice heard in the field, and build on the successes and missteps in the various approaches to implementation. In all likelihood, it will address issues of preparedness and describe the alignment between the *DQP* and the P–12 Common Core State Standards. It also will attempt to propose measureable outcomes related to ethical reasoning. It will seek to bring about a far clearer synergy between its transcendent view of learning and the discipline-specific view of the Tuning Process. It will consider how emerging trends (e.g., MOOCs, direct assessment, competency-based education) are reshaping higher education. And there will be a far more explicit focus on global literacy.

Whatever changes may appear in the second edition, the *DQP* will not change in at least one important respect: communication will continue to be the most conspicuous and wide-ranging thread in the fabric of knowledge and demonstrable ability that makes up the garments we call degrees. Unlike Monsieur Jourdain, we understand what communication means and why improved communication represents a critical priority for individuals and nations. And we should be able to use the *DQP* in ever more creative and constructive ways, regardless of our academic disciplines, sharing a unifying conviction that whatever curriculum a student may pursue, she or he must be able to move beyond study, understanding, and expression to offer and benefit from genuine communication, the exchange of ideas and convictions that lies at the heart of all we study and all we are. ■

California State Polytechnic University, Pomona

*Organizational Communication Assistant
Professor, Communication Department*

We invite applications and nominations for the position of Assistant Professor of Communication in Organizational Communication. Duties and Responsibilities: Teach undergraduate courses in Organizational Communication, Communication Theory, and Persuasion. In addition, preference will be given to candidates who can teach one or more of the following undergraduate courses: Conflict Resolution, Interpersonal Communication, Intercultural Communication, Research Methods, and Advanced Research Methods. Position requires excellence in teaching and advising, research and publication, and service to the Department, the College, and the University. Required Qualifications: Ph.D. in Communication Studies or a communication-related field (completed no later than September 1, 2014). Demonstrated potential for continued scholarly research and publication. Demonstrated ability to be responsive to the educational equity goals of the University and its increasing ethnic diversity and international character. Date of Appointment: Fall 2014. First consideration will be given to completed applications received no later than January 6, 2014, and will continue until the position is filled. AA/EOE. This institution offers benefits to same-sex and different sex domestic partners. An online application process will be used. To apply, please go directly to <https://class.csupomona.edu/apply-online-com-org>. For any additional inquiries or assistance, e-mail vmkey@csupomona.edu.

California State University, East Bay

*Tenure-Track, Assistant Professor in
Visual Communication*

California State University, East Bay Communication Department invites applications for a Tenure-Track, Assistant Professor position in Visual Communication. Successful candidate will have: Ph.D. in Communication, Mass Communication, or related field emphasizing Visual Communication, as well as professional experience with traditional and/or digital visual production; a strong research program and publication record. Requirements include: Demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds, with a focus on visual communication; visual production and design skills for print and electronic/digital

media; ability to collaborate with faculty, students, and staff on productions including the Pioneer Newspaper, Pioneer Advertising Agency, Pioneer Web Radio and TV. Review of applications begins October 1, 2013. Submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation at https://my.csueastbay.edu/psp/pspdb1/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL.

CSUEB is an EOE. This institution offers benefits to same-sex and different sex domestic partners.

Indiana University-Purdue University, Indianapolis (IUPUI) IU School of Liberal Arts, Department of Communication Studies

*Open rank, tenure or tenure-track Professor,
Health Communication, 2 positions
Start Date: August 1, 2014*

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

Successful candidates must have a Ph.D. in Communication or a related field and, appropriate to rank, a distinguished record of research, teaching, and service, or the demonstrated potential for such. The candidate should also demonstrate, again according to rank, a fundable program of research in Health Communication or strong potential for securing external funding to support programmatic research. The candidate should expect to teach both graduate and undergraduate courses. Aside from the focus on health, applicants may have expertise in one or more of the following: Media Studies, Intercultural Communication, Interpersonal Communication, Rhetorical/Critical Studies, and Organizational Communication.

The Department of Communication Studies at IUPUI has 22 full-time faculty members offering a B.A. in Communication and an M.A. in Applied Communication, with one emphasis on Health Communication. A proposal for the implementation of a Ph.D. program in Health Communication has been approved by the Board of Trustees of Indiana University. IUPUI, the health and



Two Tenure-Track Assistant Professor Positions:

The Department of Communication at the University of Massachusetts Amherst invites applications for two tenure-track Assistant Professor positions to begin September 1, 2014, with responsibilities for teaching and supervision at the undergraduate and graduate levels. The Department offers BA, MA, and PhD programs on a multicultural campus. For both positions, the ability to collaborate on and eventually lead interdisciplinary, grant-funded projects is desirable. The newly established Institute for Social Science Research (www.umass.edu/issr/) is available to provide support for the appointed scholar's research.

Position One: Media Effects (R41076)

We invite applications from scholars who theorize and conduct research on the ways in which media shape the lives of children, adolescents, families, or other populations. An emphasis on digital media is welcome, as is attention to international contexts. Expertise in quantitative methodology is required, including the ability to instruct and supervise graduate research. The successful applicant's work will complement current faculty strengths in media influence on identity and stereotypes, violence, and perceptions of social reality.

Position Two: Social Interaction and Culture (R41077)

We invite applications from scholars who theorize and conduct research at the nexus of communication and the environment, health, the family, religion, or related social concerns. Expertise in qualitative methodology is required, including the ability to instruct and supervise graduate research. The successful applicant's work will complement current faculty strengths in the ethnography of communication, social interaction, and intercultural communication.

Review of applications will begin on October 15, 2013, and will continue until the positions are filled. Applications should include a letter of interest, a CV, evidence of teaching effectiveness, one article-length example of research, and three letters of reference. All materials should be submitted through the Academic Jobs Online website at www.academicjobsonline.org/ajo. A completed PhD in Communication or closely allied field is required by the start of the appointment. For more information, visit our website at www.umass.edu/communication or contact Debra Madigan, Office Manager, at dmdigan@comm.umass.edu.

The University seeks to increase the diversity of its professoriate, workforce and undergraduate and graduate student populations because broad diversity is critical to achieving the University's mission of excellence in education, research, educational access and service in an increasingly diverse globalized society. Therefore, in holistically assessing many qualifications of each applicant of any race or gender, we would factor favorably an individual's record of conduct that includes students and colleagues with broadly diverse perspectives, experiences and backgrounds in educational, research or other work activities. Among other qualifications, we would also factor favorably experience overcoming or helping others overcome barriers to an academic career or degree.

The University of Massachusetts Amherst is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply. This institution does not disclose its domestic partner benefits policy.

life sciences campus for Indiana, is an urban campus in the heart of Indianapolis with more than 30,000 students, and includes the medical, nursing, and dentistry schools, a new school of public health, as well as allied programs in the health field. Opportunities for partnerships and collaborations abound in the five hospitals and many Centers dedicated to the advancement of health issues. IUPUI is located in the heart of downtown Indianapolis, the nation's 13th largest city. Indianapolis is the state capital and host of numerous sporting and cultural events each year. The city boasts a relatively low cost of living and offers the advantages of metropolitan life with a small neighborhood feel. Further information about the city can be found at <http://www.iupui.edu/about/indianapolis.html>.

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

Review of applications is ongoing and will continue until the position is filled. The appointment begins in August 2014.

IUPUI is an EEO/AA employer committed to a campus climate that fosters diversity. The School of Liberal Arts and the Department of Communication Studies at IUPUI encourage applications from members of historically under-represented groups including women, minorities, and persons with disabilities. This institution offers benefits to same-sex and different sex domestic partners.

Loyola University Maryland *Assistant Professor in Digital Media*

The Department of Communication at Loyola University Maryland (<http://www.loyola.edu/communication>) invites applications for a full-time, Tenure-Track position (Assistant Professor) in Digital Media for the fall of 2014. Primary teaching responsibilities will be web development and graphics in the department's Digital Media sequence as well as other courses in a broad-based communication program, oriented primarily toward professional communication disciplines such as Journalism, Advertising, and Public Relations. Candidates should have professional experience in a communication-related field and a record of, or potential for, outstanding undergraduate teaching. A Ph.D. is required. The successful candidate will be

expected to maintain a record of scholarly publication, participate in service activities, be supportive of the university's Catholic/Jesuit mission, teach, and advise students. The typical teaching load of six courses per year is reduced by one course in the first year.

The Department offers undergraduate specializations in Journalism, Advertising/Public Relations, and Digital Media. Courses are taught in state-of-the-art classrooms and laboratories. 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.

Pennsylvania State University *Assistant/Associate Professor in Communication Arts & Sciences*

The Department of Communication Arts and Sciences at The Pennsylvania State University seeks a Tenure-Track Assistant or Associate Professor whose research and teaching are in Interpersonal or Family Communication, broadly construed. We are particularly interested in those candidates who have a demonstrated interest in empirical theory-building, with expertise in quantitative methods.

Candidates should provide clear evidence of scholarly and teaching excellence. In addition to conducting research and teaching undergraduate and graduate courses, duties include course development in the area of specialty, supervision of theses and dissertations, and involvement in other departmental activities. Additional considerations in reviewing candidates include experience with grant-based research, interest in trans-disciplinary research, and an appreciation of working

alongside diverse colleagues in both the social sciences and humanities.

Applications must be submitted electronically at www.la.psu.edu/facultysearch. Include a letter of application describing research, teaching, and any graduate mentoring experience, along with a CV, representative publications, and evidence of teaching excellence. Applicants should also identify three or more references who may be contacted to provide letters of recommendation. Applications received on or before October 11, 2013, will be guaranteed full review. The start date for the position is August 2014. Inquiries may be directed to Professor Denise Solomon, chair of the search committee, at dhs12@psu.edu.

We encourage applications from individuals of diverse backgrounds. Employment will require successful completion of background check(s) in accordance with University policies. Penn State is committed to affirmative action, equal opportunity, and diversity of its workplace. This institution offers benefits to same-sex domestic partners.

Texas State University, San Marcos *Tenure Track/Assistant Professor*

Tenure Track/Assistant Professor—Organizational Communication/Quantitative Research Methods to teach graduate and undergraduate courses in Organizational Communication and Quantitative Research Methods and additional courses such as Intercultural/International Communication. Texas State tenure-track faculty members are expected to maintain a record of scholarly publications, teach at the undergraduate and graduate levels, and supervise graduate research projects. Opportunities exist for teaching during the summer.

Required: Ph.D. in Communication Studies, with an emphasis in Organizational Communication and Quantitative Research Methods. University-level teaching experience is required. Evidence of organizational communication research ability as evidenced by published articles and the presentation of research papers at professional conferences is required. The successful candidate must be able to demonstrate a program of empirical communication research.

Preferred: University teaching experience in Organizational Communication and Quantitative Research Methods is preferred. Although primary responsibilities include teaching Quantitative Research Methods classes, it is desirable that the applicant also has qualitative research experience. Texas State University is a Hispanic-serving institution. The Department prefers

an individual who could teach courses related to communication and diversity, Intercultural Communication, or International Communication.

Application Procedures: Send vita, letter describing your qualifications, and names of references to: Dr. Melinda Villagran, Chair of Organizational Search Committee, Department of Communication Studies, Texas State University, San Marcos, TX 78666. Review of applications will begin October 7, 2013, and continue until the position is filled.

Texas State University: Texas State University is a doctoral-granting Emerging Research University located in the burgeoning Austin-San Antonio corridor, the largest campus in the Texas State University System, and among the largest in the state.

Personnel Policies: Faculty are eligible for life, disability, health, and dental insurance programs. A variety of retirement plans are available depending on eligibility. Participation in a retirement plan is mandatory. The State contributes toward the health insurance programs and all retirement plans. This institution does not offer benefits to domestic partners. <http://www.humanresources.txstate.edu/benefits/htm>.

The Community: San Marcos, a city of about 50,000 residents, is situated in the beautiful Central Texas Hill Country, 30 miles south of Austin and 48 miles north of San Antonio.

The College of New Jersey

Assistant or Associate Professor in Interpersonal/Organizational Communication

The Department of Communication Studies at The College of New Jersey (TCNJ), Ewing, New Jersey, invites applications for a full-time, Tenure-Track advanced Assistant or Associate Professor position in Interpersonal/Organizational Communication to begin in fall 2014. In addition to expertise in Interpersonal/Organizational Communication, successful applicants must teach and demonstrate effectiveness in one or more areas of coursework and research: Health Communication, Family Communication, Organizations and Leadership, Conflict Resolution, Inter-gender Communication, or Cross-Cultural Communication. A typical semester teaching load is three courses of approximately 15-25 students each, although faculty members often receive one course release time annually for scholarly/creative work. A doctorate is expected for appointment as an Assistant or Associate Professor.

The TCNJ Department of Communication Studies has earned a national reputation

for leadership in student-faculty engagement. TCNJ students have set national records for number of papers winning NCA Lambda Pi Eta "Best Undergraduate Paper" competitions, as well as for number of elections to the national presidency of Lambda Pi Eta. Our internationally recognized faculty has won awards for research and teaching. The College of New Jersey, a highly selective, comprehensive residential institution, is recognized as one of the outstanding colleges in the country. Its 289-acre tree-lined campus, located in suburban Ewing Township between New York and Philadelphia, draws upon the rich scholarly, scientific, and cultural resources of the region.

To apply, send a letter of interest, curriculum vitae or resume, three contacts/references, and supporting materials to the Chair of the search committee, Dr. Paul D'Angelo, Department of Communication Studies, The College of New Jersey, 2000 Pennington Road, Ewing, NJ 08628. Email applications to: cmip@tcnj.edu. For further inquiries, please contact Dr. D'Angelo at: dangelo@tcnj.edu. Review of applications begins immediately, but the deadline for initial consideration is October 15, 2013. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer. The College has a strong commitment to achieving diversity among faculty and staff and strongly encourages women and members of underrepresented groups to apply. This institution offers benefits to same-sex domestic partners. Employment is contingent upon completion of a successful background check.

University of Nevada, Las Vegas

Two Tenure-Track Assistant Professor Positions in Journalism and Media Studies

The University of Nevada, Las Vegas invites applications for a Tenure-Track Assistant Professor position in Journalism and Media Studies (Search Number 14012). Teach courses in Advertising, Public Relations, and/or Integrated Marketing Communications; conduct research in any of these areas, and participate in university, professional, and community service in a collaborative environment.

The institution also invites applications for a second Tenure-Track Assistant Professor position in Journalism and Media Studies (Search Number 14010). Teach courses in the area of New Media, Social Media, Online Journalism, Emerging Media Technologies, or related area; conduct research in related areas, and participate in university, professional, and community service in a collaborative environment.

Complete job descriptions with application details may be obtained by visiting <http://jobs.unlv.edu> or calling (702) 895-2894.

EEO/AA Employer. This institution offers benefits to same-sex and different sex domestic partners.

University of Wisconsin, Oshkosh

Assistant Professor

The University of Wisconsin, Oshkosh Department of Communication seeks a Tenure-Track Assistant Professor in Communication Theory to teach undergraduate classes including Introduction to Communication Theory, Research Methods, Advanced Communication Theory, and Introduction to Public Speaking. Additional courses will support our primary focus areas: Rhetoric and Public Advocacy, Organizational Communication, and Interpersonal Communication.

Primary responsibilities: Teaching upper level and lower level courses; advising majors; conducting research; and participating in service activities. Candidate will have the opportunity to develop upper level courses in his/her specialization.

Requirements: Ph.D. in Communication Studies (completed by Sept 2014), teaching expertise in Communication Theory, evidence of teaching excellence, and established research agenda. Successful candidate will have ability to teach dominant theories within each Communication Theory tradition. We welcome candidates who study Communication Theory from a range of perspectives.

Preferences: 1) teaching experience and 2) ability to teach both social scientific and humanities perspectives of the discipline.

Review of applications will begin Oct 15, 2013, and continue until position is filled. Salary: Competitive. Terms of appointment: Nine-month contract, tenure track. Start Date: September 1, 2014. Please submit letter of application, vita, three current letters of recommendation, teaching philosophy statement, writing sample, and transcripts (official or photocopy) to: Dr. Carmen Heider, Chair, Department of Communication, University of Wisconsin, Oshkosh, WI 54901. Employment requires criminal background check. AA/EOE. This institution chooses not to disclose its domestic partner benefits policy.

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NCA 99th Annual Convention

REGISTER TODAY
WWW.NATCOM.ORG/CONVENTION

The theme for the NCA 99th Annual Convention is **Connections**. According to the Oxford English Dictionary, the terms communication, convention, and connection share similar roots. The etymology of communication means to make common, convention to come together, and connection to join or link together. The conjunction of these three terms seems especially apt given Washington, DC, as our host locale. Established as our nation's capital, this city relies on communication to create connections inside the Beltway, with the states, and around the world.

As we come together at this convention to create commonalities and linkages, we have an opportunity to explore the vast array of connections—those that have been made as well as those that haven't been made, those that should be made as well as those that should not. As an association, NCA offers fellowships, alliances, networks, linkages, catalysts, and assemblies. A key value of a convention is the opportunities it offers to bring us together, both professionally and socially. The convention theme thus focuses on how we relate to one another—as people, as members of the discipline, as educators, scholars, and practitioners, as students and administrators.

National Communication Association
99th Annual Convention

CONNECTIONS

November 21 - 24, 2013
Washington, DC

