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WSCA Annual Meeting, February 13-17, 2009, Mesa, Arizona

Two Pre-conferences for the 2009 Convention

by Daniel Canary, WSCA 2009 Program Planner



Two Pre-conferences will be offered at the 2009 WSCA Convention. Brief descriptions of these pre-conferences, presenters, and information about how to participate follow below. Also,

BOTH PRE-CONFERENCES WILL BE ON SATURDAY, February 14, 1:00 PM TO 5:00 PM.

Pre-conference 1: Border Rhetorics: Mapping American Citizenship, Cultural Space, and Identity

The rhetorical construction of American citizenship in contemporary political discourse is sharply focused on the southern border. While many voices struggle to expand narrow conceptions of American citizenship and to problematize mappings of cultural space and identity, U.S. media representations of the "border problem" and the rhetorical efforts of anti-illegal immigration groups, serve to delegitimize such voices and undermine

the possibility for productive dialogue and real social change. As the Western States Communication Association meets in Mesa, Arizona, the goal of this Pre-Conference is to bring together established and emerging scholars to explore contemporary border rhetorics and to interrogate one of the most pressing social and political issues of our time. The format of the Pre-Conference will combine invited presentations by scholars who have conducted substantial research on border/immigration rhetorics with performance and roundtable discussions of short position papers by participants.

To participate, please submit a one-page position paper addressing the following question: Given the current historical conjuncture, what future direction(s) should rhetorical studies of 'the border' take?" **Please submit your 1-page paper as an email attachment to Katie Gibson at kgibson@csulb.edu by December 15, 2008.**

Presenters include: **Katie Gibson**, Cal State University, Long Beach; **D. Robert DeChaine**, Cal State University, Los Angeles; **Fernando Delgado**, Hamline University; **Dustin Goltz**, Arizona State University, Tempe; **Zachary Justus**, Arizona State University, Tempe; **Kent Ono**, University of Illinois; **Kimberlee Perez**, Arizona State University, Tempe; and **John Sloop**, Vanderbilt University.

Pre-conference 2: The Sustainable Self: Exploration of Work/Life Wellness through Individual, Organizational, and Social Action

The concept of sustainability is critical for addressing individual life situations and wellness. Wikipedia includes an extensive entry on sustainability, including the assertion that sustainability concerns achieving well-being for people and ecosystems (www.wikipedia.org/wiki/Sustainability). Also, the organization Sustainable Measures defines sustainability as:

"Sustainability is related to the quality of life in a community -- whether the economic, social and environmental systems that make up the community are providing a healthy, productive, meaningful life for all community residents, present and future" (www.sustainablemeasures.com/Sustainability/index.html). Although much remains to be explored regarding the sustainability paradigm for work/life wellness, communication scholars and practitioners are well-situated to address sustainability at the individual, organizational, and societal levels.

This preconference provides an opportunity for established and emerging scholars to interact with practitioners who are facing wellness and work/life issues at the individual, organizational, and social levels. This preconference will merge theory and research with practice and stimulate "practical theory" conversations.

We are requesting that participants submit one-page position papers addressing the current or future state of the sustainable self at the individual, organizational, or social levels. Each paper will present the author's position on significant issues to address in the communication discipline regarding one of these areas we will cover during the preconference. These position papers will be shared among presenters and participants before the preconference to provide directions for exploration and to stimulate break-out discussions.

Presenters include: **Heather Canary**, Arizona State University, Polytechnic; **Jess Alberts**, **Sarah Riforgiate**, and **Danielle Jackson**, Arizona State University, Tempe; **Theresa Conte**, Balance Integration, Scottsdale, AZ; **Angela Tretheway** and

Yvonne Montoya, Arizona State University, Tempe; **Kathie Lingle**, Alliance for Work-Life Progress, Scottsdale, AZ.

To participate, please submit your 1-page paper as an email attachment to **Heather Canary** at heather.canary@asu.edu by **December 15, 2008**.

Six Workshops Offered at the 2009 WSCA Convention

by Daniel Canary, 2009 Program Planner

Six workshops will be offered at the 2009 WSCA Convention. These will be held Saturday, February 14. Titles and descriptions of these workshops are presented in alphabetical order of person submitting the workshops. Additional information regarding exact times and fees will be published once the convention schedule is finalized.



Workshop #1: "Teaching Millennials: Mixing Metaphors in the Basic Course."

Submitted by: **Stephanie J. Coopman**, San José State U, San José, CA.

Workshop Description: The basic course offers many opportunities to apply innovative teaching strategies designed to match the learning styles of today's students. Although Millennials value learning and education, they are accustomed to multitasking, staying connected with others via cell phones and laptops, and putting their lifestyle and friends first. Instructors can adapt to the changes in the student audience by taking an approach that fits students' learning styles and creatively uses the communication technologies familiar to students.

This interactive, multimedia workshop provides public speaking instructors with constructive strategies for integrating innovative learning tools into the basic course. Attendees will participate in activity simulations that utilize new types of teaching and learning resources. Handouts include activities, sample assignments, useful websites, and other ancillary materials.

Goals. After participating in this workshop, attendees will be able to:

1. Recognize the key characteristics of today's students, the Millennials.
2. Identify sound pedagogical strategies to constructively address the learning styles of today's students.
3. Integrate innovative activities for the public speaking course.
4. Develop ideas for using new media in the speechmaking process, such as employing wikis and blogs for collaborative learning experiences.
5. Apply pedagogy that challenges students to develop meaningful speeches that address the needs of today's audiences.

Workshop #2: "Peer Groups: Enhancing Small Group Communication Courses and Theoretical Perspectives with Childhood Groups, Adolescent Cliques, Gangs, Juries, African-American Cowboys, and Hot-Task Groups."

Submitted by: **SunWolf**, Santa Clara University, Santa Clara, CA.

Description/Rationale: We are embedded in *peer* groups from the moment we are born: siblings, teams, classmates, cliques, neighborhoods, churches, troops, orchestras, committees, clubs, cults, juries, and even lost-together-on-an-island groups. Peer groups are the groups that matter most to all of us. *Peer groups affect us, even when we are not members of them*—when they reject our efforts to join them, move into our neighborhoods, entertain us, protect us, compete with us, or sit in judgment of us in courtrooms. At the same time, peer groups are naturally-occurring "mixed metaphors," bringing together various cultures, values, and perspectives for a shared social or work task.

Target Audience: All college/university instructors of small group courses, both lower division and upper division.

Expected Outcomes: Instructors of group communication courses will learn new activities, new [marginalized] groups to include in their group courses, templates for overheads and new lecture units, new discussion questions to bring concepts to life in the classroom, and new theoretical lenses for helping students make sense of the groups in their own lives.

Workshop #3: "Teaching the Family Communication Course: Definitions, Scholarship, and the Engaged Classroom"

Submitted by: **Lynn Turner**, Marquette University, Milwaukee, WI, and **Richard West**, Emerson College, Boston, MA.

Description: This workshop is for instructors who are interested in teaching Family Communication. A growing scholarly base is contributing toward the proliferation of this course across colleges (2- and 4-year) and universities.

This highly interactive workshop will illuminate the myriad formats available for teaching family communication to undergraduates, including large lecture, seminar, and online. Specific challenges and strengths related to each format will be discussed and exemplified.

In addition, both novice and seasoned teachers will be introduced to recent scholarly trends in family communication and we'll discuss how these research avenues provide topics that can be integrated into an undergraduate course. We'll undertake a thorough examination of what constitutes the "contemporary" family. We'll also cover the influence of culture

on the definition of family and a family's communication behaviors. The workshop will focus on current controversies among family communication scholars that are important in shaping our course of study. Particular attention will be paid toward honoring the uncertainties, anxieties, and joys of teaching the family communication course.

Workshop # 4: "Using the IJPC Project in the Classroom: Creating Your own Course or Course Segment from Resources of the Image of the Journalist in Popular Culture"

Submitted by: **David Natharius**, Arizona State University, Phoenix, AZ, and **Joe Saltzman**, University of Southern California, Los Angeles, CA.

Workshop Description: The use of video clips and scenes from movies and TV in the classroom has become a primary teaching tool in a large number of communication courses, including interpersonal and small group communication, mass communication, media studies, organizational communication, film studies, public relations, visual communication, political communication, public address, and communication theories.

In this workshop, communication instructors and scholars will be given an introduction to the IJPC database with an unlimited selection of potential visual resources from film, video, and TV and the exclusive IJPC Videos with which to create their own courses or course segments utilizing video clips to illustrate communication principles and processes. Instructors will also have the opportunity of identifying the videos they want to use to design their specific course or course segments.

Workshop #5: "Engaged Disengagement: Teaching Restorative Solitude and its Significance for Everyday Communication"
Submitted by: **Mara Adelman**, Seattle University, Seattle, WA.

Workshop Description: The 21st century may well be characterized as the age of "solitude loss". We are wired as never before. Technological advances propel 24/7 engagement, responsiveness and feedback. Almost two decades ago, Gergen (1991) coined the phrase "social saturation" to address the state of being perpetually on-call to our social worlds, resulting in what he termed the multiphrenic personality. Currently, "acceleration" is the key metaphor used to describe our communicative climate amidst technological demands. However, this fast pace is also propelled by other demands, such as mass consumption, organizational and economic pressures, and the American cultural values placed on being busy and achievement. In response to the pressures of this acceleration, innovative curriculums have been developed that are examining alternative ways of being and knowing; including studies in contemplative practices, solitude, silence, ecological and voluntary simplicity, to name a few.

In the past five years, numerous college courses, faculty fellowships, and The Center for Contemplative Mind and Society have developed extensive outreach to faculty and universities to address the issues of contemplation, silence, solitude and related themes. Interest in these works is highly multidisciplinary. For example, creative courses using these themes can be found in the fields of architecture, art, music, law, medicine, sociology, social work and psychology.

The significance of solitude for communication is not new. Historically, the role of solitude for communication is deeply rooted in American civic (Thoreau) and religious (Merton) traditions. Recent arguments for the study of silence in our understanding of communication (Acheson, 2008; Braman, 2007) suggest that "expression is a figure that only appears against a field, and for communication that field is silence. (Braman, pg. 281). A similar argument could be made for the examination of solitude as the figure/ground for understanding relationships, and related themes such as privacy, disclosure, silence, and the dialectic of engagement and disengagement.

This workshop will address key questions:

- 1) How do various definitions, dialectics, concepts and theories inform the study of solitude and communication? What historical roots, traditions, and practices ground the examination of solitude and its implications for communication?
- 2) What contemporary issues confront society, especially students, in balancing technological demands and social saturation with disengagement and reflection?
- 3) What challenges and learning outcomes need to be considered in structuring a course that examines the interplay between solitude and communication?

Workshop #6: "SLOW Start, SMART Start for the Second Time Around: creating Student Learning Outcomes (SLOs) with Specific, Measurable, Acceptable, Realistic, and Targeted expectations and measures"

Submitted by: Patricia O'Keefe, College of Marin

Workshop Facilitators:

Linda Carvalho Cooley, Reedley College
Skye Gentile, Cabrillo College
Robert G. Leonard, Sinclair Community College
Raymond (Bud) Zeuschner, California Polytechnic State University

Workshop Description: This workshop focuses on measuring Student Learning Outcomes (SLOs) across the Speech and Communication Studies curriculum. Participants are encouraged to bring their current program reviews, course outlines, syllabi, and/or individual assignments with rubrics.

This workshop is a continuation of last year's Basic Course Conference on SLOs. New as well as familiar faces will be warmly welcomed. By the end of the workshop, participants should be able to:

- o Understand the Accrediting Commission for Community and Junior College's (ACCJC, a division of WASC) current accreditation standards.
- o Compare and contrast a variety of strategies for measuring SLOs.
- o Align SLOs with the National Communication Association's general criteria for assessing communication competencies.
- o Reflect on their institution's progress in relation to other community colleges and universities.

Two Important Reminders from the Executive Director

by Mark Bergstrom, WSCA Executive Director



1. The Election Ballot is now in the mail. The nominating committee has compiled an excellent slate of candidates for this year's election. November 30th is the deadline for returning your ballot. Your participation in this election helps to ensure that WSCA will continue to enjoy the very best leadership.

2. WSCA provides free Job Postings for Departmental Members. We have several new jobs posted on our website at:

<http://www.westcomm.org/jobs/jobs.asp>

Results of the Hotel Preferences Survey

by Sue Pendell, President

A grand total of 25 of you voted for your hotel preference since last month's newsletter came out. Here are the results:

#1, by a large margin, was the downtown hotel--\$169 room rate, \$25 round-trip airport shuttle, local restaurants (though a number of the breakfast/lunch ones are not open on Sunday or the Monday of President's Day), easy access to downtown local attractions.

#2, by a small margin over #3, was the airport hotel--\$129 room rate, free airport shuttle, chain restaurants, a distance to downtown local attractions but access to them via airport transportation.

#3 was the suburban hotel--\$149 room rate, \$25 round-trip airport shuttle, mainly chain restaurants, more difficult access to downtown local attractions but perhaps other attractions around.

This is helpful information, and it would be more helpful if those of you who haven't ranked your choices yet would please do so—it doesn't take a minute; just click on this link—thank you!

http://www.surveymonkey.com/s.aspx?sm=ZCgRZpy8bbkKe9qkxvnmBA_3d_3d



December 1 Is Deadline for USRC Submissions

by Kathryn Sorrells, Second Vice President



USRC: The 6th year annual conference is an extraordinary opportunity for undergraduate researchers! We welcome papers from a diverse range of philosophical, theoretical, and methodological approaches to the study of communication.

Benefit to students: Students have an opportunity to craft and share their research in a professional presentation with undergraduate students from the Western region and the U.S. Students gain supportive feedback from scholars in the field and learn about graduate studies in communication.

Saturday, February, 14, 2009 at the Convention Hotel in Mesa, Arizona.

Deadlines and particulars: The deadline for paper submissions is December 1, 2008. Papers must be received by 5 pm PST on December 1st.

Please submit papers to Professor Kathryn Sorrells as a Word attachment to electronic mail (kathryn.sorrells@csun.edu). Please include all author contact information (name, mailing address, email address, and phone number) on a separate page from the title page. Papers should be between 18-25 pages in length.

Students who submit must be undergraduate students at the time of submission. Students should not submit more than one paper for which they serve as primary author. Co-authored papers are welcome.

For more information, please contact USRC Coordinator, Kathryn Sorrells (kathyn.sorrells@csun.edu).

Call for Papers

Contemplating Maternity in the Era of Choice: Explorations into Discourses of Reproduction

by Sara Hayden, University of Montana

Women who came of age in the late twentieth century were raised in the era of choice. We grew up believing that reproductive decision-making is our political right, our responsibility as women living the successes of second wave feminism, and under our control. Unquestionably, the ability to make decisions about



reproduction is a defining and empowering factor in our lives; we are indebted to our feminist foremothers. Nonetheless, as we make reproductive decisions and enact contemporary maternity, we find that the implications of discourses of choice are varied and complex. Choice implies rational deliberation as if we come up with a plan, take appropriate action, and achieve our goals. It's true, of course, that some women's reproductive lives unfold this way. Some women decide early and easily that they do not want children, they use birth control effectively, and they go about their lives "childfree."² At the other end of the spectrum some women have "always known" that they wanted to be mothers, they achieve their reproductive goals, and they embrace their maternal identities. Yet the editors of this volume argue that most women exist somewhere between these polar ends: that in questions of reproduction and maternity, women do not always "get what we want."² Moreover, we maintain that women's reproductive desires are often ambivalent, vague, and subject to change. In the United States and many other industrialized countries, women can and do exercise choice. However those choices are shaped and impacted by various life factors including our relationships with others, our mental and physical health, our race, sexual orientation, and economic status, our varied goals and responsibilities, public and workplace policies, and the social norms and messages communicated to women about our ability to become mothers (or not). Additionally, making a "choice" about reproduction is not a singular event; rather, women are faced with a series of choices over the course of our (reproductive) lives.

Employing a lens informed by communication studies and women's studies, in this edited volume we seek to investigate how discourses of choice affect women's lives as we move through the many stages of reproductive decision-making. Specific questions that may be addressed include (but are not limited to): What factors shape our reproductive choices? How do race, class, and/or sexuality intersect with choice making? What roles do public and workplace policies play in our reproductive choices? How do we negotiate choice in the context of our relationships? How do discourses of choice play out as women make decisions about where and how to give birth? How do discourses of choice affect experiences of pregnancy, abortion, adoption, and infertility? How are discourses of choice implicated in our current understandings of "good" mothering? What is the relationship between reproductive choice and women's identity? How do discourses of choice continue (or not) to shape contemporary understandings of feminism? We invite essays that investigate women's lived experiences from a wide range of methodological and theoretical perspectives; essays should be written so that they are accessible to a broad academic audience. Scholars interested in contributing to this volume are invited to submit electronic proposals (approx. 1000 words in length) to Sara Hayden at sara.hayden@umt.edu.

Proposals Due: February 1, 2009

First Drafts Due: September 1, 2009

Anticipated Date of Completion: February 2010

If you have questions, please contact Sara Hayden at the address above or Lynn O'Brien Hallstein at lhallst@bu.edu

Position Announcements

Conflict Management/Dispute Resolution

Colorado State University



Position: The Department of Communication Studies at Colorado State University seeks an assistant professor who specializes in conflict management/dispute resolution. An entry-level, tenure-track, nine-month appointment starts August 15, 2009. Applicants will be considered until the position is filled; however, applicants should submit complete applications by October 15, 2008 for full consideration.

The Department of Communication Studies at Colorado State University currently numbers around 500 undergraduate majors and 24 Master's candidates and houses the Colorado State University Center for Public Deliberation (www.cpd.colostate.edu). With the overall growth in the major and in the university, there has also been growth in diversity and multiculturalism. Candidates who can advance the Department's commitment to diversity and multiculturalism through research, teaching, and outreach are encouraged to apply.

Duties include:

1. Teach and possibly expand course offerings in conflict management/dispute resolution and other areas of specialization such as group communication, persuasion, public deliberation, and social movements.
2. Work in affiliation with the Center for Public Deliberation.
3. Conduct grant-funded research and publish in areas of specialty.
4. Work collegially with a faculty representing the broad scope of communication.
5. Advise undergraduate majors in Communication Studies and serve on MA thesis committees.
6. Assume other duties normally expected of full-time faculty members at a major research institution.

Qualifications:

1. Credentials and experience centered in communication studies.
2. Specialty in conflict management/dispute resolution.
3. Demonstrated potential for teaching excellence.
4. Demonstrated potential for excellence in grant-funded research and publication.
5. Ph.D. preferred, but ABD considered with progress on dissertation; Ph. D. required for appointment as assistant

professor.

6. Ability to function collegially on a faculty committed to the rhetorical basis of the discipline.
7. A commitment to the liberal arts.

Please note: Once the Search Committee has identified semi-finalists, Department faculty will have access to these candidates' files, including letters of recommendation.

Application:

Submit a letter of application and detailed curriculum vita.
Provide for the submission of three letters of recommendation.
Provide for the submission of official M.A. and Ph.D. transcripts.
Provide a 1- to 2-page statement of your teaching philosophy and research program.
Additional items, such as copies of publications and evidence of teaching effectiveness, may be requested later.

Address:

Conflict Search Committee Chair Telephone: 970-491-6858
Department of Communication Studies FAX: 970-491-2160
Colorado State University
Fort Collins, CO 80523-1783

Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirements in all programs. The Office of Equal Opportunity and Diversity is located in 101 Student Services. In order to assist Colorado State University in meeting its affirmative action responsibilities, ethnic minorities, women, and other protected class members are encouraged to apply and to so identify themselves.

Pop Culture

Colorado State University

Position: The Department of Communication Studies at Colorado State University seeks an assistant professor who specializes in popular culture from a communication perspective. The successful candidate will regularly teach an introductory level course titled "Communication and Popular Culture." An entry-level, tenure-track, nine-month appointment starts August 15, 2009. Applicants will be considered until the position is filled; however, applicants should submit complete applications by November 1, 2008, for full consideration.

The Department of Communication Studies at Colorado State University currently numbers around 500 undergraduate majors and 24 MA students and has gained a national reputation for its excellence in scholarship, teaching, and service. With the overall growth in the major and in the university, there has also been growth in diversity and multiculturalism. Candidates who can advance the Department's commitment to diversity and multiculturalism through research, teaching, and outreach are encouraged to apply.



Duties include:

1. Teach and possibly expand course offerings in popular culture, media, and visual rhetoric.
2. Publish in areas of specialty.
3. Work collegially with a faculty representing the broad scope of communication.
4. Advise undergraduate majors in Communication Studies and serve on MA thesis committees.
5. Assume other duties normally expected of full-time faculty members at a major research institution.

Qualifications:

1. Credentials and experience centered in communication.
2. Specialty in popular culture.
3. Demonstrated potential for teaching excellence.
4. Demonstrated potential for excellence in research and publication.
5. Ph.D. preferred, but ABD considered with substantial progress on dissertation; Ph. D. required for appointment as assistant professor.
6. Ability to function collegially on a faculty committed to the rhetorical basis of the discipline.
7. A commitment to the liberal arts.

Please note: Once the Search Committee has identified semi-finalists, Department faculty will have access to these candidates' files, including letters of recommendation.

Application:

1. Submit a letter of application and detailed curriculum vita.
2. Provide for the submission of three letters of recommendation.
3. Provide for the submission of official M.A. and Ph.D. transcripts.

4. Provide a 1- to 2-page statement of your teaching philosophy and research program.
5. Additional items, such as copies of publications and evidence of teaching effectiveness, may be requested later.

Address:

Popular Culture Search Committee Chair
 Department of Communication Studies
 Colorado State University
 Fort Collins, CO 80523-1783

Telephone: 970-491-6858
 FAX: 970-491-2160

Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirements in all programs. The Office of Equal Opportunity and Diversity is located in 101 Student Services. In order to assist Colorado State University in meeting its affirmative action responsibilities, ethnic minorities, women, and other protected class members are encouraged to apply and to so identify themselves.

Two Positions in Rhetoric

Arizona State University



The Hugh Downs School of Human Communication (HDSHC) in the College of Liberal Arts and Sciences on the Tempe Campus of Arizona State University (ASU) is seeking two professors in rhetorical studies, one at the tenure-earning assistant rank and one at the tenure-earning or tenured associate rank. Both appointments will begin in Fall 2009. Salaries are competitive based on qualifications.

The HDSHC includes 22 full-time faculty members and offers the BA, BS, MA, and Ph.D. degrees in communication. The School offers laboratory facilities, computer resources, project support, grant development support, and a performance studio. The School is located in Tempe, a progressive suburb of Phoenix. Our location offers the resources of a major metropolitan area (2+ million) in a state with spectacular natural scenery and recreational areas, sublime winters, and a culturally rich population.

Successful applicants will articulate teaching and research efforts in relation to our School's mission within the New American University model. Our mission aims to produce transdisciplinary and interdisciplinary scholarship and teaching that responds to pressing issues in the world today. Specifically, our strategic initiatives in health communication; conflict transformation; wellness and work-life; strategic communication; and innovative inquiry bring together scholars from across traditional areas (e.g., rhetoric, performance studies, interpersonal, organizational, and intercultural communication) as well as collaborators from other academic fields and the public sector.

We are seeking outstanding candidates whose teaching, research, and service complement our vibrant faculty and program.

Position #1: Rhetoric and Critical/Cultural Studies

We seek to hire a scholar/teacher whose primary explorations occur at the intersections between rhetorical and critical/cultural studies. This scholar/teacher can be hired at the tenure-earning assistant professor, tenure-earning associate professor, or tenured associate professor level depending on qualifications.

Required: Applicant must hold a Ph.D. in communication or related discipline at the time of appointment; evidence of excellence appropriate to rank in teaching and research at the post-secondary level.

Desired: 1) Demonstrated expertise in visual rhetoric and/or critical media studies; 2) Demonstrated expertise in one or more of the following lines of inquiry: rhetoric of social movements, publics and counterpublics, public culture, public memory, performance and performativity, or psychoanalytic criticism; 3) Evidence of ability to seek and secure external funding support.

Additionally, this position includes: maintaining an ongoing research program in areas of specialization; teaching courses at the undergraduate and graduate levels; assisting with recruitment of students for the School and the university; serving on school, college, and university committees; and providing service to professional associations and the community.

Position #2: Rhetoric and Race/Ethnicity and/or Sexuality

We seek to hire a scholar/teacher whose primary explorations involve rhetorical investigations of race, ethnicity, and/or sexuality. This scholar/teacher can be hired at the tenure-earning assistant professor, tenure-earning associate professor, or tenured associate professor level depending on qualifications.

Required: Applicant must hold a Ph.D. in communication or related discipline at the time of appointment; evidence of excellence in teaching and research at the post-secondary level.

Desired: 1) Demonstrated expertise in one or more of the following lines of inquiry: transgender theory, queer/quare/kuaer theory, global sexualities, rhetoric of social movements, publics and counterpublics, performance and performativity, coalitional politics, critical race theory, feminist and transnational feminist theory, postcolonial theory, migrations and

mobilities; 2) Evidence of ability to seek and secure external funding support.

Additionally, this position includes: maintaining an ongoing research program in areas of specialization; teaching courses at the undergraduate and graduate levels; assisting with recruitment of students for the School and the university; serving on school, college, and university committees; and providing service to professional associations and the community. _

The postmarked application deadline for both positions is **October 31, 2008**; if a position is not filled, then applications will be accepted every subsequent Friday until the search is closed. Applicants must submit a cover letter specifying their qualifications; curriculum vitae; names, addresses, phone numbers, and email addresses of three professional references; evidence of excellence in teaching (e.g., syllabi, teaching evaluations); and evidence of excellence in scholarship (e.g., reprints of published articles). A background check is required for employment. Arizona State University is an Equal Opportunity/Affirmative Action Employer committed to excellence through diversity. Women and minorities are encouraged to apply. <https://www.asu.edu/titleIX/>

Address application materials to:
Dr. Daniel C. Brouwer, Rhetoric Search Committee Chair
The Hugh Downs School of Human Communication
Arizona State University
P. O. Box 871205
Tempe, AZ 85287-1205

For additional information:

-The Hugh Downs School of Human Communication (HDSHC): <http://humancommunication.clas.asu.edu>

-Arizona State University, A New American University: <http://mynew.asu.edu/>

-Email: Dr. Daniel C. Brouwer at brouwer@asu.edu

Chair, Communication Studies

Chapman University

Job Title: Chair and Professor: Dept. of Communication Studies

Department: Department of Communication Studies, Orange Campus

Chapman University seeks nominations and applications for the position of Chair of the Department of Communication Studies and tenured Professor of Communication Studies, beginning August, 2009. Chapman University, located in the heart of Orange County, California, offers traditional undergraduate programs in the arts and sciences and select pre-professional and graduate programs. Ranked in the top tier of western universities by *U.S. News and World Report*, *Chapman has gained national recognition with its commitment to excellence through research and innovative teaching.* More information about the University is available at <http://www.chapman.edu>.



Ph.D. in Communication; a record of proven leadership; a record of scholarly research and publication credentials commensurate with the rank of professor; experience as department chair or in comparable administrative position; and demonstrated effectiveness in interpersonal communication with interest and ability to promote interdepartmental collaboration in teaching and research. We seek a dynamic scholar and teacher with demonstrated expertise in any area of communication studies.


As department chair, the candidate should have a strong familiarity with the broad discipline of communication studies, including intercultural/international, public speaking, political communication, and organizational communication, as well as the various methodologies employed in each. The department and the university value community engagement and support research and teaching addressing contemporary social issues at the domestic and global levels.

Responsibilities: Visionary planning for the department; curriculum planning and scheduling of courses; hiring faculty members; mentoring and evaluating faculty; overseeing the mentoring and advisement of students; managing departmental budget; managing departmental programming and events. As a member of the Chairs Council of Wilkinson College, the chair will collaborate with the office of the dean and the other department chairs to plan and execute the vision of the college.

Contact Information: Salary commensurate with experience. Review of applications will begin immediately and continue until the position is filled.

Send electronic copies of letter of application, vita, academic transcripts, sample publications and sample teaching evaluations, and names of five references to:

Dr. Georg Eifert, Chair
Search Committee for Professor and Chair, Department of Communication Studies at shalvers@chapman.edu.



For additional information: <http://www.chapman.edu/>

Chapman University is an Equal Opportunity Employer, committed to providing career opportunities to all people, without regard to race, color, religion, sex, age, national origin, sexual orientation, disability, or veteran status. Chapman University requires a successful background check for all employees. Chapman University, One University Drive, Orange, CA 92866, Human Resources Department

Editor: Bill Eadie, San Diego State University
Submit items for the November issue by November 10 to weadie@mail.sdsu.edu