



Training & Development Division Newsletter

Volume 18, Issue 4

October 15, 2013

Special points of interest:

- Endorse the NCA T&D Best Practices
- The next division teleseminar is October 24th
- See you in the T&D sessions at the November NCA convention in Washington D.C.

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NCA T&D Goes to Washington

by Lori J. N. Charron & Jeffrey Martin, NCA T&D Co-Chairs

If ever there was a time that will stimulate thought and discussion for NCA, it will be in D.C. in 2013! Our program selections of the Training and Development division will stimulate and develop the trainer in all of us. In addition, we have exciting events that will influence the whole area of Training and Development. This year, our drive for the **“Best Practices”** endorsement and our successful **T & D webinars** have catapulted us into an era of increased visibility and support for all who are

interested in this area. I invite each of you who are interested in the field of Training and Development to participate in our NCA programs and our Business Meeting. At these events you will meet a unique blend of academic and professional practitioners who participate in our division – so we have an excellent connection between practical application and theory. It’s an exciting time to be a part of this division and we are honored to have served as Chairs during it. Please know that **you are welcome**

to be a part of all that we do at the NCA convention and throughout the year. In the meantime, the count-down is on – we will see you soon! **Go to page 5 to review the entire NCA T&D convention line-up.**

Lori Charron



NCA T&D Best Practices: Your Endorsement

Needed by J.D. Wallace, NCA T&D Incoming Co-Chair

This has been an exciting year for the NCA’s Training and Development Division’s promotion of best practices by scholars, trainers, and consultants. There is still time to join inaugural endorsers that have advocated for their use as

widely available educational material. One way to demonstrate both a need for and the seriousness of our petition is to have it endorsed by the constituency it will serve. **Go to pages 6-8 to read more.**



J.D. Wallace



Steven A. Beebe

NCA T&D:

May We Live Long and Prosper

by Steven A. Beebe, NCA President

Forty years ago this fall, I was a first-year doctoral student at the University of Missouri-Columbia in the Department of Speech and Dramatic Art. At the time I started working on my Ph.D., organizational communication was just finding its place in the communication curricula; Mizzou offered one doctoral-level course in organizational communication in 1973. Although NCA--then called the Speech Communication Association (SCA)--discussed communication consulting as an option for academics, there were no courses in communication training and development, and no *communication* training and development textbooks on the market. When I attended my first SCA convention in 1974, there was an organizational communication interest group but no Applied Communication Section and certainly no Communication Training and Development Division. Based on my background in instructional development, organizational communication, and my own training experience, I taught my first course in communication training and development at the University of Miami in 1979.

When the Applied Communication Section was inaugurated in the 1980s, many of us who were interested in communication training became active in that section. Intended to be a place for applied communication practitioners to congregate, the Applied Communication Section grew quickly. From its inception, it showcased training and development convention programs and offered strategies for exploring communication training as a profession.

Now that Communication Training and Development (T&D) enjoys its status as a vibrant and active *division* of NCA, it is confirming for those of us who both teach T&D courses and serve as T&D practitioners to network with like-minded colleagues, share ideas, and develop T&D curriculum development materials. We have arrived as a member of the constellation of communication interest groups; our star rises.

I look forward to what the next generation of communication T&D specialists will bring to NCA. I'm encouraged that our current conversa-

tions about establishing T&D Best Practices include input and active involvement from not only seasoned training practitioners and academics but also M.A. and Ph.D. students interested in T&D.

What will the next generation of T&D specialists say when, in 2053 -- forty years from now -- they describe what it was like to be a communication T&D specialist in 2013? What innovations will occur in our theory and practice? Whether I'm attending NCA in 2053 or not (one of my former Mizzou professors, Dr. Loren Reid, is now 108!), I have a prediction: The next generation of T&D specialists will pioneer exciting innovations, refine our best practices, and add new theory and research to what we study and practice. Because of the treks we have made in the past, coupled with the promise of what we will learn from the next generation, our star will continue to rise. May the Training and Development Division live long and prosper.

Update on New Division Awards

By **Ross Brinkert**, NCA T&D Co-Secretary

Our division leadership team has refined the proposal (from the April 15th newsletter) for a number of new awards in the division.

The leadership team recommends that we implement the following four awards beginning November 2014: 1) the Rising Star Award; 2) the Out-

standing Service Award; 3) the Professional Achievement Award; and 4) the Lifetime Achievement Award.

The leadership team further recommends that a stand-alone awards committee be elected at the upcoming business meeting to handle the nomination, selection, and award announcement process.

The first two awards will be presented every year while the latter two awards will be presented in alternating years. The Lifetime Achievement Award will be presented in the inaugural year since it will represent the highest formal honor in our division and the recipient would establish the benchmark for which others should strive in all division activities.

NCA T&D Member Profile: Claire Bouchal

By **Ross Brinkert**

Claire Bouchal is a proud NCA T&D division member and a training specialist at Adjuvantz. She recently took time to respond some T&D questions.

How did you first get started as a T&D practitioner?

In third year of undergraduate Communication Studies

(2009) at Brock University in Canada, I was Teaching Assistant for Communications & Popular Culture classes. Through these experiences I realized I loved working with young adults and using creative methods to help them engage with content they often did not think was relevant to their lives. Watching these students grow made me realize I could have meaningful impact on people's lives. This

motivated me to pursue a Masters in Adult Education and a career as a trainer.

Please share the highlights from a couple of recent T&D projects.

In the past year I have been involved in training with two organizations. **Go to page 9 to read more.**



Claire Bouchal

Proposal for a New T&D Online Journal

By **Ross Brinkert**

Credible publication outlets are crucial for building the overall communication-based T&D subfield. Talented and ambitious students look for the presence of such outlets to determine their career trajectories. Applied professionals need publication vehicles to

establish their platforms. Doctoral students and tenure-line faculty need them to secure positions and earn promotions in universities.

The development of a peer-reviewed online-only communication-based T&D journal headed by a tenured professor closely connected with our division (and

serving both practitioners and academics) could go a long way to building our body of knowledge and our impact on the world.

If you are interested in working with a small group of colleagues to design and launch such a journal in the coming two years, please email me at rsb20@psu.edu.

JOIN US
FOR OUR NEXT DIVISION TELESEMINAR

***Training & Development Best Practices:
Tools for Communication Professionals***

3:00 PM to 4:00 PM (Eastern) Thursday, October 24th

PRESENTER

J.D. Wallace

Professor of Communication at Abilene Christian University
and Incoming Co-Chair of the NCA T&D Division

CALL-IN DETAILS

Phone number: 206-402-0100

PIN Code: 694706#

To submit questions ahead of time, view the PowerPoint slides,
and/or attend via computer audio, visit:

<http://InstantTeleseminar.com/?eventID=46657263>

Please feel free to invite faculty, student, and industry colleagues outside of our division to participate in the call. We hope you are able to join us on October 24th!

NCA T&D Convention Schedule 2014

Important: This is an unofficial schedule. Be sure to consult the official schedule at the NCA web site before making travel plans and other arrangements. The division is not responsible for errors or omissions in this document.

Thursday, November 21

9:30 AM - 10:45 AM / Blue Room - Lobby Level / Omni Shoreham

Maintaining Connections with Departments and Private Consultants: Communication Training Education and Consulting (Panel Discussion)

12:30 PM - 1:45 PM / Calvert Room - Lobby Level / Omni Shoreham

Connecting with Your Community: Speech Training in the Nation's Capital and Beyond (Panel Discussion)

2:00 PM - 3:15 PM / Calvert Room - Lobby Level / Omni Shoreham

Connections Inside and Outside the Training Room: The Problems and Opportunities Found with Multicommunicating (Panel Discussion)

Friday, November 22

9:30 AM - 10:45 AM / Calvert Room - Lobby Level / Omni Shoreham

Training and Development Division Business Meeting (Business Meeting)

11:00 AM - 12:15 PM / Calvert Room - Lobby Level / Omni Shoreham

Connecting Training and Development Theory, Research and Practice: Training and Development Top Papers (Paper Session)

12:30 PM - 1:45 PM / Calvert Room - Lobby Level / Omni Shoreham

Practical Connections to an Ancient Art: Rhetorical Approaches to Contemporary Professional Consulting (Panel Discussion)

Saturday, November 23

8:00 AM - 9:15 AM / Calvert Room - Lobby Level / Omni Shoreham

Connecting the Dots, Completing the Circle: Lessons Learned from Innovative Training and Development Projects in Universities and Other Organizations (Panel Discussion)

9:30 AM - 10:45 AM / Calvert Room - Lobby Level / Omni Shoreham

Connecting Students to the Field of Training and Development: Internships, Culture, Real-World Training (Panel Discussion)

2:00 PM - 3:15 PM / Marriott Salon 2 - Lobby Level / Marriott Wardman Park

Innovative Techniques for Training Professionals (Paper Session)

Sunday, November 24

9:30 AM - 10:45 AM / Park Tower 8209 - Lobby Level / Marriott Wardman Park

Providing the Undergraduate Training and Development Internship of a Lifetime: Training and Development, Social Media, Undergraduate Research, and Connections with Faculty, Staff, and Community Leaders (Paper Session)

11:00 AM - 12:15 PM / Tyler - Mezzanine Level / Marriott Wardman Park

Organizational Ethics Training: What We've Learned and the Community Connections We've Created (Panel Discussion)

Last Chance for Initial Endorsement of Best Practices

by J.D. Wallace

(continued from page 1)

At the link below is a petition that describes the best practices. It asks you to consider endorsing them as a useful tool for communication training practitioners, consumers, scholars, and students. Please click the link and consider helping us take the next step in raising the credibility of communication trainers and consultants. You could also help by forwarding this link to other interested parties through e-mail and social media.

Think of it as co-sponsoring landmark legislation that helps engender competency, accountability, and transparency. The Best Practices fill a vacuum used by charlatans and fly-by-night consultants to claim quality offerings. As many of us know, some are actually delivering a product that sullies the reputation of more professional practitioners and mutes satisfaction levels of consumers. Realize that no set of best practices are static. These will undoubtedly change in the future. That being said, the current slate will fill the pressing and immediate need around which practitioners, consumers, and scholars can legitimize their current activities and also organize future endeavors. Please consider being part of our effort to enhance the credibility of those involved with communication training and consulting. Below are two example appeals should you decide to include them in your social media mix.

Sample LinkedIn post

Help raise the credibility of communication trainers and consultants. At the link below is a petition that describes best practices for communication trainers and consultants. It asks you to consider endorsing them as a useful tool for communication training practitioners, consumers, scholars, and students. **Please click the link and consider endorsement.** You could also help by forwarding this link to other interested parties for their consideration. Information provided will only be used only for the purpose described.

https://www.surveymonkey.com/s/T_D_BESTPRACTICES

Sample Facebook Post

To those of my friends involved with training and consulting:

I am asking you to consider endorsing a slate of best practices that we are trying to get accepted by the National Communication Association. Every name makes the case easier. Information and an opportunity for you to join those supporting this endeavor are at the link below. -jd

https://www.surveymonkey.com/s/T_D_BESTPRACTICES

NCA's Training and Development Division's
Best Practices for Communication Training and Consulting
Best Practices: Competency, Accountability, and Transparency

The National Communication Association's (NCA) Training and Development Division has developed the following slate of areas to be considered for best practices. After an extensive and wide ranging multi-year effort involving thousands of possible topics and input from literature, government, practitioners, and scholars the twelve practices below were developed for use by communication scholars and practitioners in regard to communication training and development. The practices reflect a much broader framework for NCA's coaches, consultants, instructors, and trainers, of competency, accountability, and transparency.

Maintain Transparency to Clients and Trainees

1. Those involved in Training and Development professional activities should acknowledge a framework of best practices that provides structure for their training and consulting.
2. Trainers and consultants should have readily available standards to which their professional activities can be evaluated by participants. Language should include demonstrable benchmarks.
3. Trainers and consultants must abide by a documented code of ethics that is easily obtainable by clients and assessment groups.

Use Assessable Methods

4. Trainers and consultants must have identifiable deliverables that can be internally and externally assessed.
5. Trainers should be able to demonstrate expertise in training transfer. This is demonstrated by:
 - a. Acknowledging both strengths and weaknesses of transfer vehicles (e.g. lecture, role plays, simulations, social media etc.)
 - b. Indicating a reasonably expected level of transfer that includes amount and duration.

Demonstrate Technology Proficiency

6. Trainers and consultants must maintain proficiency in communication technologies used for delivering and executing deliverables.

Demonstrate Continued Professional Development

7. Trainers and consultants subject and performance competencies must be acquired and maintained through recognized routine professional development activities. These must be readily available to clients and trainees.

Develop and Maintain Organizational Expertise

8. Organizational consultants must have a working knowledge of organizational communication catalysts including but not limited to current thinking on:
 - a. Leadership
 - b. Management
 - c. Organizational Communication:
 - i. Strategic Planning and Development
 - ii. Organizational Learning
 - iii. Organizational Culture

(continued on next page)

**NCA's Training and Development Division's
Best Practices for Communication Training and Consulting
Best Practices: Competency, Accountability, and Transparency**

(continued from previous page)

Develop and Maintain Organizational Expertise (section continued)

9. Organizational consultants must have a working knowledge of employee catalysts including but not limited to current thinking on:
 - a. Career Development
 - b. Human Resources
 - c. Innovativeness
 - d. Selection and appraisal

Demonstrate Effective and Appropriate Instructional Design Competence

10. Trainers and consultants should recognize different learning styles and their corresponding instructional methods including but not limited to
 - a. Active/passive learning
 - b. Andragogy/pedagogy
 - c. Different kinds of learners and learning styles (e.g. visual, kinesthetic, auditory)
 - d. Generational learning differences
11. Trainers and consultants must be able to produce and design instruction documentation that indicates their ability to
 - a. Develop a training plan
 - b. Develop training goals and objectives
 - c. Use appropriate training methods and techniques
 - d. Use and apply training benchmarks
 - e. Effectively and appropriately assess training

Demonstrate Communication Proficiency

12. Trainers and consultants should be skilled in
 - a. Presentation techniques for a range of speaking contexts and experiences
 - b. Speaker credibility design and assessment
 - c. Interpersonal communication techniques and theories
 - d. Organizational culture
 - e. Group communication techniques and strategies
 - i. Group decision making
 - ii. Problem solving
 - iii. Groups' advantages and disadvantages

NCA T&D Member Profile: Claire Bouchal

by Ross Brinkert

(continued from page 3)

In my role as a Training Specialist with Adjuvantz, I design and facilitate a variety of training programs based on scope of work knowledge as well as ongoing training for knowledge retention through in-class and distance learning designs. I recently won an award for designing and delivering training to our nurses on how to support patients who have a rare blood disease. The second organization is Associated Medical Services: The Phoenix Project where one of my trainings required teaching physicians and nurses how to use social media as a means to improve the patient experience.

What was most challenging about each of these projects?

One challenge in teaching medical content is to be seen as a subject matter expert since I do not have a medical background. To overcome this challenge, I prepare by doing a lot of self-directed study and research on the diseases and treatments, I rely on subject matter experts in our organization and in the healthcare industry, and I hold a 'dry run' where I deliver training to management and adjust it based on their feedback. When teaching social media to physicians, one challenge I faced was showing them the relevance of social media in their work and convincing them that it was worth a behavioral change in their already busy lives. To combat this challenge, I introduced the topic analytically by showing them research and statistics, as this is how physicians often like to assess new data.

How did you first get involved with the NCA T&D Division?

My first NCA conference was in New Orleans in 2011. During my undergraduate studies I was a Research Assistant on a family communication study and my professor and I presented our findings at the conference. I decided to attend some of the T&D sections, as I was just beginning my career as a trainer. After one of the T&D panels, I spoke with the presenters and we decided to collaborate for the 2012 conference, at which I presented on three panels. Since then, I have been intrigued by the emerging themes and have gained great colleagues, so I plan to continue my work with the T&D Division.

How does your T&D work relate to your academic background or future academic goals?

Coming from a background in Communication Studies and a Masters in Adult Education, I always appreciate opportunities where I can put theory into practice. For example, I have enjoyed training on soft skills and empathy for healthcare professionals by applying communication theories such as Coordinated Management of Meaning. My educational background helps frame the way I train and also helps my trainees enhance their own communication skills in their workplaces.

What do you most appreciate about the T&D division and how could the division be even more interesting and valuable to you?

I appreciate the amazing people I've met in the T&D Division and their desire to collaborate, learn from each other's experiences and continue to grow. As someone early on in my career, I am grateful everyone's willingness to provide guidance and mentorship.

How would you most like to advance in your T&D work?

I would like to advance my T&D work by using innovative training techniques to pilot new programs and enhance existing curriculum. Some techniques I am interested in learning more about include: utilizing multi-media to engage participants, bringing the learners' perspectives into the training room, and individualizing training for a learner-centered experience.

An Open Letter

by Dennis Becker, NCA T&D Co-Secretary

Dear Friends of Fear,

This is an open letter to all of you who are responsible for helping students or clients gain control over their Fear of Speaking. I know that may be many of you. Me too. I face it almost every day. How about you?

In fact, that is why I'm writing openly to each of you who provide solace, guidance, and calm to others who are struggling with this anxiety. I know that, officially, we call it Communication Apprehension (Comm App).

Of course, none of our students/clients call it that. They have many more "colorful" words of description. So, let's help them. Each of us has had to find means to be helpful. Let's share those tactics and techniques with each other.

I am inviting each of you to share the strategies, tactics, techniques, and approaches that you have found to be helpful, here at the T&D Newsletter. We'll find space to distribute your contributions to our colleagues. It doesn't matter how odd, how old, how new, how strange, how non-traditional, or how conventional they may be. If someone found it helpful, then others may as well. So, please share it with us for inclusion in a future newsletter. Please keep your descriptions to no more than 300 words. You can write the book about it later. For this effort Keep It Short & Simple. You know the old KISS method, don't you. (No I'd never say Keep it Simple Stupid to my clients. This is a better KISS method))

Together, we will amass a collection of tools that we all need to help us battle this #1 fear....well, maybe #2 or #3, BUT, NO LESS THAN THAT? Right? It's a tough problem that folks bring to us to looking for help. Let's give it to them and each other. I look forward to hearing from you.

BTW, this letter has about 310 words.

Peace,

Dr. Dennis Becker

The Speech Improvement Company, Inc.

1614 Beacon Street

Brookline (Boston), Ma. 02446

dennis@speechimprovement.com

Persuading Someone to DO Something

by Robin Maxfield, Trainer & Coach

The vast majority of our communication on a daily basis falls into the category of “persuasion”. Follow these steps to more successfully navigate those conversations.

Think about motivates this person in life.

Most likely it’s one of three things:

- a need to be important
- a need to be recognized and accepted
- a need to be right

Once you know their motivation you can package your persuasive message with the most effective vocabulary. For example:

Need for importance: “I’m so *impressed* that you graduated from Harvard University, would you like to go out sometime? I’d love to hear more about it.”

Need for recognition: “Grandma is going to be so *proud* of you when I tell her you went right to bed on time tonight.”

Need to be right: “Given the inconvenience we had with this waitress, a 20% discount on the bill would be the *right* thing to do.”

Using language that *resonates* with a person’s primary motivation is the most effective way to convince them.

Speak the Language of Benefit.

Communicate all of the possible benefits that could result from agreement. Don’t leave any out by assuming they are obvious. When benefits are bundled they have even more impact. For example: “Besides making Grandma, Mommy and Daddy proud by going to bed on time, you are also going to be able to read your new book and wake up early with lots of energy to play with Billy tomorrow.”

The ability to effectively persuade others will get you *everywhere* in life! When you really need to convince someone, use motivating language, describe the benefits and use a story to illustrate “why” and you will always succeed.

Robin Maxfield is a trainer and coach at the Speech Improvement Company. Contact Robin by email at robin@speechimprovement.com.

Member Updates & Announcements

Anita James has taken early retirement from the School of Communication Studies, Scripps College of Communication, at Ohio University. After 35 years as a full-time faculty member at the university, she will teach only spring semesters for the next couple of years. Contact Anita by email at james@ohio.edu.



Timothy "TJ" Martin recently accepted a position as Residential Education Director at Washington State University. Also, Tim is interested in collaborating on research involving the application of communication theory to leadership development and training curriculum and programs as well as any research with an intersection among Communication, Business, and Higher Education. Contact Tim by email at temartinjr@gmail.com

Keri K. Stephens at The University of Texas at Austin has just been promoted to Associate Professor with tenure. She has also just won "The Eyes of Texas Award" for her teaching and mentoring of students. This recognition is selected by students and given to 10 faculty, staff or administrators each semester. Contact Keri by email at keristephens@austin.utexas.edu.



Lynne M. Webb is on leave from the University of Arkansas, Fayetteville, and currently serving as Professor of Communication Arts, Florida International University, as they begin the second year of their newly created Department of Communication Arts in the College of Architecture + the Arts in Miami, Florida. Contact Lynne by email at lynnewebb320@cs.com.

Your NCA T&D Division Leadership Team

Lori J. N. Charron, Co-Chairperson lcharron@smumn.edu

Jeffrey S. Martin, Co-Chairperson jmartin73@aol.com

Joe Cardot, Immediate Past Co-Chairperson, and Representative on the 2nd VP Nominating Committee cardotj@acu.edu

Liane Gray-Starner, Immediate Past Co-Chairperson, and Junior/Incoming Legislative Assembly Representative graystal@marietta.edu

Paul Lakey, Incoming Co-Chairperson/Program Planner lakeyp@acu.edu

J.D. Wallace, Incoming Co-Chairperson/Program Planner jd.wallace@acu.edu

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Seth Frei, Student Representative sethfrei@utexas.edu

Jordan Wagner, Student Representative wjw26@txstate.edu

Job Postings

University of Texas at Austin

Tenure-Track Assistant Professor in Organizational Communication and Technology

The Department of Communication Studies at the University of Texas at Austin seeks applications for a tenure-track assistant professor position in organizational communication and technology to begin Fall 2014. Applicants must have published scholarship in organizational communication and/or technology, a strong record of teaching, a willingness to teach large undergraduate sections, a demonstrated ability to actively pursue external funding, and a Ph.D. in hand is preferred. Prior experience in the corporate sector a definite plus. All methodological approaches and theoretical orientations are welcome.

The committee will begin considering candidates October 1st and will entertain candidates until the position is filled. Applications should include a letter of application, curriculum vitae, copies of publications, evidence of teaching effectiveness, and the names of three references. Materials should be sent to: Professor Dawna Ballard, Search Committee Chair, University of Texas at Austin, Department of Communication Studies, 2504 Whitis Avenue (A1105), Austin, TX 78712. The College of Communication is committed to achieving diversity in its faculty, students, and curriculum, and it welcomes applicants who can help achieve these objectives. Minorities and women are encouraged to apply. The University of Texas at Austin is a tobacco-free campus; for more information visit <http://www.utexas.edu/tobaccofree/>. The University of Texas at Austin is an Equal Opportunity/ Affirmative Action Employer.

(more job postings on the next two pages)

Job Postings

(continued from previous page)

Chapman University

Assistant Professor, B.A. Program in Strategic & Corporate Communication

The Department of Communication Studies seeks a tenure-track Assistant Professor for its B.A. program in Strategic & Corporate Communication (SCC). This innovative interdisciplinary program emphasizes theory and practice, and includes coursework in communication, marketing, management, and economics. A description of the program, including curriculum, can be found here: <http://www.chapman.edu/catalog/oc/current/ug/content/3471.htm#o10386>

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 US News & World Report, Chapman has received national recognition for its commitment to excellence through research and innovative teaching. More information about the university is available at <http://www.chapman.edu>. More information about Communication Studies department, which houses the Strategic & Corporate Communication program, is available at <http://www.chapman.edu/wilkinson/communication-studies/index.aspx>. The program's available resources include the innovative Earl Babbie Research Center <http://www.chapman.edu/wilkinson/research-centers/babbie-center/> as well as the Henley Social Sciences Research Lab (<http://www.chapman.edu/wilkinson/research-centers/henley-lab/index.aspx>).

The successful candidate will be the most promising in terms of scholarly potential and teaching effectiveness, regardless of emphasis within the Strategic and Corporate Communication area. We are particularly interested in candidates with SCC research agendas focused on digital and social media, integrated marketing communication, or risk and crisis communication. Candidates with interests in the global implications of strategic and corporate communication research and practice are also of interest.

Additionally, the successful candidate will be able to teach courses in Strategic & Corporate Communication, especially in our areas of primary need: message/campaign design, research methods, organizational change, risk and crisis communication, and communication in non-profit organizations.

A Ph.D. is required by August 1, 2014. Applicants should possess an excellent applied scholarship record commensurate with their level of experience, evidenced by conference presentations and publications in top-tier peer-reviewed journals. A record of outstanding teaching and a commitment to undergraduate education is required. The department values personalized faculty collaboration with undergraduates; thus, the successful applicant will be expected to advise and mentor undergraduate students regarding research projects, internship opportunities, and careers. Where appropriate, the candidate will be expected to advance the research mission of Chapman University through pursuit of external funding and interdisciplinary collaborations.

Applications must include a letter of application, CV, portfolio, or selected research publications as appropriate, and copies of the past two years' teaching evaluations. Submit applications, as well as three letters of recommendation, by October 23, 2013 to Dr. Jennifer Waldeck, Search Committee Chair at Waldeck@chapman.edu.

Salary is competitive and commensurate with experience. The University offers a relocation expense reimbursement package as well as a homebuyer assistance program. Chapman University is an Equal Opportunity Employer, committed to providing career opportunities to all people, without regard to race, color, religion, gender, age, national origin, sexual orientation, disability, or veteran status. Chapman University requires background checks for all new employees.

Columbus State University

Assistant Professor, Department of Communication

Department of Communication at Columbus State University invites applications for a full-time tenure track appointment at the level of Assistant Professor beginning in Fall 2014. Candidates should have a strong background in Organizational Communication and Training and Development and should have Ph.D. in hand by the time of appointment. Successful candidates will demonstrate strong teaching effectiveness and an established record or clear promise of being a productive scholar.

The Department of Communication consists of five faculty members and offers three tracks: Communication Studies, Public Relations and Mass Media. The department places strong emphasis in service learning, and its Non-Profit and Civic Engagement Center receives strong support from the community. Teaching duties include four courses per semester, and experience and/or expertise in business communication and online teaching is preferred. Also, the selected candidate will be expected to assist in the department's student recruitment initiatives.

Columbus State University provides a creative, deeply personal and relevant college experience. Serving the Southeast while attracting students from around the world, Columbus State thrives on community partnerships to deliver excellence for students who want to achieve personal and professional success in an increasingly global environment. Just 100 miles southwest of Atlanta, Columbus State University is a proud member of the University System of Georgia, enrolling more than 8,400 students in a wide variety of degree programs, from online degrees to a doctorate in education. Among public regional universities in the South, Columbus State University recently ranked No. 46 in the "Best Colleges" rankings by U.S. News & World Report.

CSU has a nationally recognized track record of partnership and outreach through efforts such as the Cunningham Center for Leadership Development, Coca-Cola Space Science Center, Oxbow Meadows Environmental Learning Center, and its own residence - the Spencer House - in Oxford, England. The University has two primary campus locations in Columbus, Georgia: the original campus on 150 acres in midtown Columbus and a beautiful campus in historic downtown Columbus overlooking the Chattahoochee River. The Columbus region, with more than 350,000 residents, is home to world-class enterprises such as Aflac, Synovus, W.C. Bradley Company, TSYS and Ft. Benning, the U.S. Army's Maneuver Center of Excellence headquarters. For additional information about the University visit our website at www.columbusstate.edu.

Duties and Responsibilities

Teaching duties include four courses per semester. The selected candidate will be expected to assist in the department's student recruitment initiatives.

Minimum Qualifications

Candidates should have a strong background in Organizational Communication and Training and Development and should have a Ph.D. in Communication in hand by the time of appointment. Successful candidates will demonstrate strong teaching effectiveness and an established record or clear promise of being a productive scholar. Applicants should be able to design courses to support the department's curriculum and distance and service learning.

Preferred Qualifications

Experience and/or expertise in health communication, organizational/business communication, and experiences in online teaching is preferred

Special Instruction to Applicants

Review of applications will begin **November 1, 2013** and continue until the position has been filled. Applications for part-time and full-time faculty positions must include transcripts of all academic work, and official transcripts must be presented prior to campus visit if selected for interview. Applicants must have the ability to meet Southern Association of Colleges and Schools (SACS) requirements, in particular a minimum of 18 graduate hours in the teaching discipline. Columbus State University is an Affirmative Action/Equal Opportunity Employer, Committed to Diversity in Hiring. Please e-mail three confidential letters of recommendation that are sent directly from references, university placement services or other professional services (e.g., Interfolio) to hr@columbusstate.edu or mail to: Human Resources Office, Columbus State University, 4225 University Avenue, Columbus, Georgia 31907.

Other required documents to submit with online application: A writing sample (reprint of most recent publication and/or conference papers) and evidence of teaching effectiveness.

A successful criminal background check will be required as a condition of employment.

Required Documents to Submit with Online Application

- Unofficial Transcripts
- Cover Letter/Letter of Application
- Teaching Philosophy
- Curriculum Vitae
- Evidence of teaching effectiveness
- Writing sample

Contact Information

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