

# spectra

A Publication of the National Communication Association



Special Issue:

## *Civility*



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## ABOUT

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### About Spectra

*Spectra* (ISSN 2157-3751), a publication of the National Communication Association (NCA), features articles on topics that are relevant to communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

The NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, the NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

*Spectra* is published four times a year (September, November, March, and May), and all NCA members receive a subscription. *Spectra* is also available via individual subscription for non-members.

In addition to feature stories about career development, external representation of the discipline, funding, higher education and disciplinary trends, pedagogy, public policy, and publishing, *Spectra* offers readers a column from NCA's president and job advertisements. The September and March issues focus on a specific theme.

In order to ensure that the content of *Spectra* reflects the interests and priorities of NCA members, the association has appointed a rotating advisory board that is composed of representatives from each of the four regional communication associations. The members of this group meet a few times a year to discuss ideas for themed issues, article topics, and authors. Advisory board members include:

Ronald Arnett, Duquesne University  
Teresa Bergman, College of the Pacific  
Kenneth Cissna, University of South Florida  
Kevin Meyer, Illinois State University

We thank the advisory board members for their contribution.

Editor's note: In the May 2011 issue of *Spectra*, Professor Edward Fink and his colleagues wrote about the National Research Council study and pointed out several problems with the data analysis. Since publication of that article, the NRC has released revised doctoral rankings based upon further analysis of the data. See the *Chronicle of Higher Education's* article at <http://chronicle.com/article/National-Research-Council/127223> and visit the National Research Council's website at <http://www.nap.edu/rdp> for more information.

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We welcome suggestions for future content and feedback on current issues. Please contact us at [spectra@natcom.org](mailto:spectra@natcom.org).

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Pursuing a career outside academe with a communication Ph.D.

MESSAGE FROM THE

## Executive Director



Several months ago when Congresswoman Gabrielle Giffords was tragically shot by an unstable constituent, I scanned the media coverage for articles about gun control and treatment for the mentally ill. I was struck by the alternate prevailing explanatory narrative—our society has become uncivil. Civility is a word that seems to capture a rosier past in the minds of many Americans. Popular culture writers and public intellectuals bemoan what they identify as an

increasing lack of civility in our country, and the frequency with which this mantra is repeated suggests that it resonates with the public. And yet it is unclear whether all of these critics are referring to the same phenomena or have critically explored the complexity of the idea.

Academics, and particularly communication scholars, have been thinking about the concept of civility in a serious way for a long time and now have an opportunity to inform and shape the relevant public discourse. “Civility’s defining characteristic is its ties to city and society. The word derives from the Latin *civitas*, which means

‘city,’ especially in the sense of civic community,” says P.M. Forni in his book *Choosing Civility: The Twenty Five Rules of Considerate Conduct*. Civility is inherently communicative.

This special issue of *Spectra* is focused on thoughtful consideration of civility. Our four authors write about different contexts for civility, but all identify tensions that arise in its enactment and ways of overcoming them.

Martin Carcasson focuses on using deliberative democracy to address difficult public issues. He argues that our society lacks the infrastructure for supporting the kind of productive interaction among people with different perspectives that fosters nuanced thinking about problems. There is a tension in these interactions that can be managed well by facilitators who are “passionately impartial”—passionate about the process and impartial on the issues. Specifically, Carcasson says that “deliberative practitioners understand that ‘civility’ is a complicated concept that involves striking a balance between creating a safe environment for productive and respectful interaction and collaboration, while also not unduly limiting dissent, minority voices, alternative communication styles, or uncommon viewpoints. Too much civility, in other words, can be as bad as the lack of civility.” Communication experts are particularly well suited to serve in such facilitative roles.

*continued on page 2*

MESSAGE FROM THE

## President



As I write my penultimate presidential column, I am thinking about questions of civility and incivility, and I am not alone. People from President Obama to *New York Times* columnist David Brooks have recently discussed the subject. In addition, *the New York Times* has published several articles over the last couple of years about cyber-bullying and the problems of bullying among school children. And, of course, daily revelations about public figures behaving badly have caused many people to discuss the

issue of civility over dinner, at parties, or even at the grocery store. Questions of civility are difficult to ignore as they bedevil our daily interpersonal encounters—from calling customer service lines or arguing with loved ones to debating issues at faculty meetings or even Legislative Assembly meetings—and are reflected in the news media as well as the political sphere.

In the June 10 *New York Times*, David Brooks ventured the opinion that “one reason many politicians behave badly these days is that we spend less time thinking about what it means to behave well.”

He goes on to argue that this wasn’t so much of a problem in past centuries because public figures like politicians, teachers, and clergy spent a lot of energy discussing what constituted “good character” and advancing models of said good character for all people to follow.

President Obama, in his 2010 commencement address at the University of Michigan, points out that perhaps Brooks is wrong about the past. Obama notes several cases of political rhetoric from the time of Thomas Jefferson forward that contained harsh language and uncivil slurs. He adds, however, that maintaining civility in public debate is critical to keeping our democracy vibrant. “You can disagree with a certain policy without demonizing the person who espouses it,” he says. “You can question someone’s views and their judgment without questioning their motives or their patriotism.”

Certainly, lack of civility is not confined to the political realm. An October 10, 2010, *New York Times* article reported that a Massachusetts survey of 273 third graders found “47 percent have been bullied at least once; 52 percent reported being called mean names, being made fun of or teased in a hurtful way; and 51 percent reported being left out of things on purpose, excluded from their group of friends or completely ignored at least once in the past couple of months.” The article added that bullying, while

*continued on page 2*

**Executive Director** (continued from page 1)

P.M. Forni writes about civility as formality in social and professional settings. He argues that the United States is characterized by a highly informal culture in large part because there is the perception that informality aligns with our values of equality and meritocracy. While one can certainly point to instances in world history in which formality “that makes one feel that there is a barrier between self and other” was used to buttress unequal power structures, Forni describes a formality that “comes with seriousness of intent and lightness of touch” that has many societal merits and ultimately fosters respect. If formality is used appropriately, the tension between equality and formality abates and the two can co-exist. Forni says that “...one of the characteristics of the civil person is his or her being skillful at being formal.”

Janie Harden Fritz directs our attention to civility in the workplace. She writes that it is critical not only for the productive functioning of an organization and the pleasant nature of the day-to-day working environment for employees, but also for healthy civic communities more broadly construed. There is a common perception that disagreement in the workplace is uncivil, and this creates a tension if a person in an organization has concerns about the work or the behavior of others. While there are instances of uncivil disagreement, Fritz argues that “engaging others with professional civility invites attentiveness to the situation and practiced discernment of what is needed in a particular communicative context.” It is the way in which disagreement is expressed that is important for reducing tension

between expression of a problem and civility, and this is where communicative expertise is critical.

Valerie Manusov writes about civility in intrapersonal communication. While she recognizes that there are times when interpersonal communication is uncivil, Manusov argues that social sanctions are fairly effective at generating polite discourse much of the time. But in the asocial context of our inner dialogues in which no restraint is required, people tend to be highly uncivil with themselves. Addressing internal civility not only enhances our personal well-being, but can have positive implications for how we interact with others as well. If we are sufficiently attentive to intrapersonal dialogue, tension between the ways in which we communicate externally and internally does not have to exist. Rather, the two should work in concert. Manusov says that “compassion directed at the self also helps the civility with which we treat others...[and] self-forgiveness may result in more civil interaction with others.”

I close by reiterating that civility is inherently communicative. Our authors have collectively made a compelling point that people in the discipline of communication have not only authority, but also responsibility in this national conversation. We are uniquely positioned to facilitate and encourage civil discourse in America and strengthen our civic communities in the process.

Nancy Kidd, Ph.D.  
Executive Director

**President** (continued from page 1)

always a feature of growing up, may be accelerating and beginning earlier now.

My colleague at Marquette University, Steve Goldzwig, Ph.D., posted a recent blog posing several important questions for us to consider relative to civility at this moment in our society. Among the questions were:

- Are certain instances of incivility so brazen and so disruptive that they become roadblocks to vibrant democratic participation or scare us away from our most sincere efforts at mutual dialogue?
- If we encounter fewer and fewer mediated and non-mediated models of true civic engagement, then at what point does our chosen polarization stymie our best intentions and sidetrack our most resolute goals?
- When does outrage become a rationale for dismissing all but one's own point of view?
- How is it that political and celebrity scandals can gain so much attention while human want and suffering is so soon forgotten?

Confronted with this dizzying array of problematic concerns in contexts ranging from schools to political debates, the question of what to do cannot be escaped. Goldzwig provides a few answers (thankfully) that speak directly to the specific content of our discipline. Empathy and trust, he suggests, are essential ingredients in bringing us to a more civil moment. Goldzwig notes

that the two skills are intertwined, because “without empathy, it will be hard to build trust. And without trust in ourselves and our ability to bridge some seemingly daunting chasms, we will remain polarized, divided, and even forlorn.” Certainly, we as instructors of communication are quite familiar with these concepts, and they form an important part of what we teach.

Other advice comes from Brooks and Obama. Brooks suggests that more people should spend time thinking about the meaning of civility and good behavior. President Obama's suggestions revolve around respect for one another and seeking out opinions that differ from our own (i.e., developing a basis for empathy).

Brooks's and Obama's advice is immediately relevant to our discipline, and to what we teach. We need to come to the public stage now to offer what we do best: helping others develop the social glue that is attained through civil interactions at every level of human interaction. We can respond to these calls for civil behavior and we need to begin now.

That's what I'm thinking about. What's on your mind?

I'm gratified to serve as NCA president this year. I hope to hear from you with ideas for me to muse. Please contact me at [lynn.turner@marquette.edu](mailto:lynn.turner@marquette.edu).

Lynn H. Turner, Ph.D.  
President

# Facilitating Democracy through Passionate Impartiality

## Communication Studies Programs and Students Should Serve as Local Resources

*By Martín Carcasson*

Our communities need help. They face serious problems that require high quality communication, mutual understanding, and productive collaboration across multiple perspectives, but often lack the capacity to support such interaction. Communities often have significant resources for expert problem-solving, particularly in university towns, as well as ample resources for adversarial politics, such as the trappings of partisan party politics, interest groups,

and influential activists. Such experts and activists are critical resources for community problem-solving, but they are not sufficient, particularly for the growing class of problems that scholars have labeled “wicked problems.” In important ways, experts and activists can often make tackling these problems even more difficult.

Wicked problems have no technical solutions, primarily because they involve competing underlying values



**Colorado State University Center for Public Deliberation student associate Chelsea Suchomel facilitates a discussion among community members during a Spring 2010 deliberation focused on transportation issues in Fort Collins, Colorado.**

## Facilitating Democracy through Passionate Impartiality

and paradoxes that either require tough choices between opposing goods or innovative ideas to somehow temporarily ease the inherent tensions. Wicked problems cannot be solved through research, particularly research that attempts to divide them into manageable, disciplinary parts. Adversarial tactics, especially those that rely on communication that creates mutual misunderstanding and undue polarization, tend to make wicked problems even more diabolical, primarily because they often avoid the reality of tough choices and rely on magic bullets or affixing blame for the problem on opposing devil figures. Such “paradox splitting” tactics are simplistic and counterproductive to community problem-solving.

Wicked problems actually cannot be “solved” in the sense that it’s possible to implement a solution that would serve long term to overcome the tensions. Wicked problems require constant adjustment and negotiation, and in a diverse democracy where the conflicts between competing underlying values are often heightened and ever-present, this constant process of adjustment represents the essence of a deliberative democracy.

Following political theorist John Dewey, deliberative democracy envisions democracy as a collaborative process of constant communication and negotiation focused on solving problems, rather than an adversarial zero-sum exercise between stable, competing interests. Such a deliberative vision of democracy offers a much more effective model to address wicked problems and handle the complexities of diverse democracies, but it requires rather extensive community capacity, as well as a cultural shift away from an over-reliance on expert and adversarial politics. Said differently, such a vision requires high quality communication about difficult issues, and the current quality of our public communication falls woefully short.

### The Need for ‘Working Through’

Consider, for example, the work of Daniel Yankelovich, a former pollster who has spent half a century studying how people form their opinions about difficult issues. He was frustrated with the quality of many polls because his research showed opinions

were often simplistic and unreliable. His public learning model argues that, ideally, individuals go through three stages of opinion formation. They first go through a consciousness-raising stage where they learn about a new issue and form a preliminary opinion. Then they enter a “working through” phase where they initially reach for simple solutions and fall victim to wishful thinking, but eventually begin to consider a broader range of perspectives, recognize the inherent tensions and tradeoffs, and truly weigh the consequences of various options.

During this phase, individuals often go through a process of refining their preferences and opinions, and recalibrate the balance between their own interests, the interests of others, and notions of the public good. Working through leads to the third stage of resolution, where they are now ready to take a stand intellectually and advocate for their views.

The problem, Yankelovich argued, is that our political culture has too few resources to support the “working through” phase. We have all sorts of institutions and technologies for the one-way communication that dominates stages one and three—consider the internet and mass media—but stage two requires productive interaction across perspectives. Most communities lack such resources, and individuals are rarely adequately equipped to work through on their own.

Dominant models of public communication similarly miss the point. Experts can provide critical information to help us consider the various options, but they cannot weigh the tradeoffs for us. Activists often define problems in ways that obscure any notion of tough choices. Rather than frame conflicts in terms of competing values, they tend to argue that only certain values are relevant, and that opponents reject those values rather than rank other values more highly. As a result, stage two is often skipped, and most individuals move to the resolution stage with weakly formed judgments and caricatures of opposing views.

### The Deliberative Democracy Movement

The deliberative democracy movement is a conglomeration of academics, practitioners, civic

entrepreneurs, local groups, and national and international organizations dedicated to developing the capacity to support deliberative practice and infuse our communities with opportunities for citizens to tackle wicked problems, “work through” tough issues, form more nuanced public judgments, and support more sustainable and inclusive civic action and public policies. Organizations such as the National Coalition for Dialogue and Deliberation, Public Agenda, AmericaSpeaks, Everyday Democracy, and the Kettering Foundation have been working for years to make the case and provide resources for deliberative democracy. At the local level, networks of centers and institutes have been working to provide their communities with the ability to support deliberative practice.

In 2006, I founded one of those local centers, the Colorado State University Center for Public Deliberation (CPD), which I direct as part of my responsibilities as a communication studies professor. Part of the National Issues Forum network and the University Network for Collaborative Governance, the CPD is “dedicated to enhancing local democracy through improved public communication and community problem-solving.” We serve as an impartial resource for the Northern Colorado region, helping our community work together to address difficult problems.

In five years, we have worked with local governments, school districts, campus institutes, and numerous community organizations such as the United Way, the League of Women Voters, and community foundations to address a broad range of topics, including poverty, homelessness, transportation, water resources, energy, school closings, K-12 school curricula, drop-out rates, health care, growth and economic development, diversity, and the quality of higher education.

Our work is infused with what we call “passionate impartiality,” meaning we are passionate about helping our community, enhancing our democracy, and addressing difficult problems, but we are nonetheless committed to serving an impartial, process-focused role in the community in order to support deliberative practice and improve the communication culture in our area. Combined with deliberative democracy’s

commitment to equality and inclusion, passionate impartiality places a focus on the intersections between deliberative democracy, social justice, and critical theory, and provides the deliberative practitioner with an obligation and commitment to address relevant criticisms of deliberative democracy stemming from scholars such as Nancy Fraser, Lynn Sanders, Iris Marion Young, and Chantal Mouffe. Overall, we seek to provide our community with added resources for deliberative politics to complement and enhance existing resources for expert and adversarial politics, as well as to undo the damage an over-reliance on such politics can often reap.

### **The Center for Public Deliberation Student Associate Program**

The most critical aspect of the CPD is our student associate program. “Working through” is best accomplished in small, face-to-face groups supported by high quality background materials, processes designed for the specific situation, and trained facilitators who can create and sustain productive environments. Deliberative practice involves a multitude of tasks, such as issue analysis, framing, stakeholder analysis, convening, process design, facilitation, reporting, and supporting the move to action and decision-making.

The problem is that communities rarely have a sufficient number of passionately impartial individuals that could be trained and would be willing to serve such roles.

(We fully recognize that most people would assume “passionate impartiality” is an oxymoron.) At the CPD, these tasks are completed by a group of specially recruited and talented undergraduates who work with the CPD’s associate director, Leah Sprain, and me to design, run, and report on community deliberation projects. Students have proven to be a perfect fit and provide capacity that we otherwise could not fulfill.

We typically bring in about 15 students each semester, and they stay for at least a year. They earn three hours of credit their first semester taking “Applied Deliberative Techniques” and then return for a



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second semester to take practicum credits. This set-up means each semester we begin with a group of experienced students so we can hit the ground running while training the new students. All students are trained as facilitators, allowing us to break up large audiences into smaller discussion groups, and also work on other aspects of the projects such as

International Association for Public Participation has labeled this shift as the move from “PR to P2” (public relations to public participation).

Communication majors are particularly well suited to fill this growing demand. I believe our majors often graduate with a skill set that makes them effective

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“I would argue that key growth careers communication majors should consider are facilitators, mediators, moderators, conveners, and other process-focused experts that improve the overall quality of communication and support collaborative problem-solving in their organizations and communities.”

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meeting with co-sponsors, analyzing issues, designing processes, and assisting with reporting and analysis.

Since we are based in a communication studies department, more than half of our student associates tend to be communication majors. Simply put, they are often well equipped to serve such an important role. The skill set communication majors develop through a typical communication curriculum—including classes such as public speaking, argumentation, small group communication, rhetorical theory, intercultural communication, critical/cultural studies, conflict management, social movements, etc.—can provide them a head start toward playing the role of a “passionate impartial,” focused on improving the capacity of their diverse community to address difficult problems.

Indeed, I would argue that key growth careers communication majors should consider are facilitators, mediators, moderators, conveners, and other process-focused experts that improve the overall quality of communication and support collaborative problem-solving in their organizations and communities. These “21<sup>st</sup> century” skills sets are becoming more and more marketable, as public, private, and civic sector organizations increasingly see the value of individuals that can work productively with diverse groups and help them collaborate, rather than simply sell a pre-set, top-down message. The

communicators and critics. But not enough students are taught to take responsibility for the communication around them and equipped with the skills to design and utilize good processes to improve that communication. I fear that too often the concepts from the various communication courses are compartmentalized and students do not see the interconnections and potential applications of theory. Doing the work of deliberative democracy and community problem-solving, however, serves as a common link and activator. CPD student associates learn to use the concepts from multiple communication classes, as well as material unique to their CPD training, and bring those all to bear on key community issues.





In the end, it is a clear win-win-win-win situation. Students develop a skill set that is increasingly valuable in our diverse world; professors are able to weave their teaching, research, and service responsibilities together in a way that helps increase productivity and close gaps between theory and practice; the university and the communication department earn positive publicity that clearly shows the value they can bring to a community; and, perhaps most important, the community receives critical capacity to help it address difficult problems and improve quality of life.

### **Deliberation and the Search for the Civic Ideal**

Deliberative practice is certainly not without its doubters and critics. It has evolved greatly in the past decade, especially in terms of responding to criticisms raised by scholars and activists unsure of how well deliberative processes live up to the ideals of equality and inclusion and address issues of power, hegemony, and injustice. Early theoretical assumptions that tied deliberative democracy to a focus on purely “rational” discourse and the search for an all-encompassing consensus have shifted greatly; deliberative practice now openly encourages emotions, stories, and dissent, and rarely seeks “consensus.”

At their best, which is admittedly a difficult target, deliberative events empower voices, provide opportunities to identify and work through disagreements productively, create shared understanding across perspectives, and develop creative means to move forward. Said differently, deliberative practitioners understand that “civility” is a complicated concept that involves striking a difficult balance between creating a safe environment for productive and respectful interaction and collaboration, while not unduly limiting dissent, minority voices, alternative communication styles, or uncommon viewpoints. Too much civility, in other words, can be as bad as the lack of civility.

Finding that balance is particularly challenging because of inherent power disparities and misunderstandings that influence most issues and present a heavy burden for deliberative practitioners

to carry. Practitioners are more likely to strike that balance if they are critically informed, which is another reason communication faculty and students can be particularly important to the movement.

“Passionately impartial” deliberative practitioners should be particularly tuned into the need to challenge unfair tactics, question power relationships, and become champions for getting broader audiences engaged and their views justly considered. Such commitments are arduous, but are often relatively achievable at the local level.

Deliberative practice certainly remains exceedingly difficult, and addressing criticisms will always involve moving closer to an ultimately unreachable, but nonetheless laudable ideal. After all, no project will ever find the absolutely representative room, have perfectly impartial facilitators and background materials, and adequately address all issues of power and injustice. Through high quality deliberative practice, however, we can attract broader audiences, develop better background materials, train improved facilitators, better address inequalities, and, ultimately, enhance our local democracies. In the end, our communities need our help, and communication programs and their students likely have many of the necessary ingredients to provide significant assistance. ■

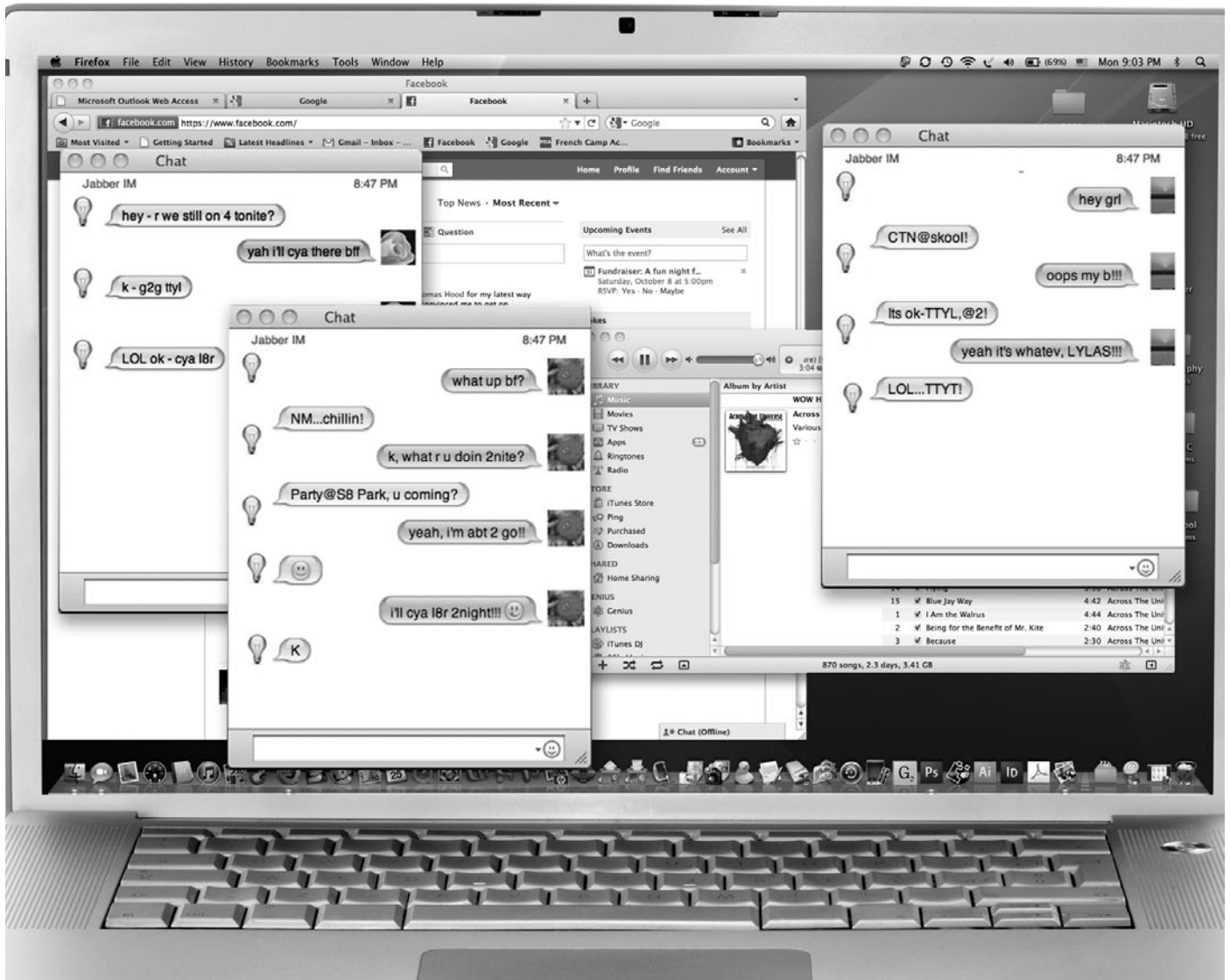
*Martín Carcasson, Ph.D., is an associate professor in the Communication Studies Department of Colorado State University, and the founder and director of the university's Center for Public Deliberation. His interests focus on rhetoric and contemporary public affairs, and the interdisciplinary theory and practice of deliberative democracy and collaborative governance. Carcasson's research has been published in Rhetoric & Public Affairs, the International Journal of Conflict Resolution, and the Quarterly Journal of Speech. In 2010, he co-wrote (with Laura Black and Elizabeth Sink) "Communication Studies and Deliberative Democracy: Current Contributions and Future Possibilities," which appeared in the Journal of Public Deliberation (Volume 6, Issue 1).*

# The Case for Formality

by P.M. Forni

The vagaries of history have made for an evolution of manners in the United States that is different from other countries. Manners in Great Britain, France, Spain, Italy or Japan, for instance, have been shaped by a class-conscious deference virtually unknown

in the United States. The serious pursuit of social equality was a late phenomenon in the histories of these countries. Consequently, their manners today retain a formality that harks back to the time when rigid boundaries separated their social classes.



It was a time when wherever you stood on the ladder of social hierarchy, you owed deference to all people standing on the ladders above yours.

To this day, in those countries you are still expected to make abundant use of honorifics (Doctor, Engineer, Monsignor, Honorable, and even Count or Baroness) and the grammar of formal address. A tendency toward more informality is detectable, but the need to acknowledge and respect social roles and social standing is still stronger there than in the United States.

The dream that was America entailed true equality and true opportunity to ameliorate one's lot in life. For Americans, it is not aristocracy by birth that counts, but excellence of accomplishment. A just society is one in which anybody can excel, regardless of his or her humble beginnings. This strong belief in equality inevitably breeds informality.

If Americans have always been leery of formality, their informality has increased exponentially in the last 50 or 60 years. This happened in part in the wake of the counter culture of the 1960s and 1970s, which banished formality as yet another tool of oppression in the hands of a hypocritical bourgeoisie intent on preserving its privileges. And then the digital revolution came, bringing new habits of informal interaction that eventually spilled from the online world to the offline one. Thus, American children today are raised in a historically informal nation by informal parents and confirmed in their informality by the informality of their favorite dwelling place: the Internet. In other words, in our culture formality does not have a chance. We are literally losing the ability of behaving formally.

Whatever the occasion may be (a job interview, a presentation, a lunch, a reception, a meeting of parents and teachers, for instance), we are always

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“American children today are raised in a historically informal nation by informal parents and confirmed in their informality by the informality of their favorite dwelling place, the Internet. In other words, in our culture, formality does not have a chance. We are literally losing the ability of behaving formally.”

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If you and I are equal, it makes no sense to stand on ceremonies. Together with equality, pragmatism shaped the American view of formality.

Alexis de Tocqueville listed the tendency “to strike through the form to the substance” as a major characteristic of the American way of being in the world. “Americans like to discern the object which engages their attention with extreme clearness; ... they rid themselves of whatever separates them from it... This disposition of mind soon leads them to condemn forms, which they regard as useless and inconvenient veils placed between them and the truth,” the political anthropologist wrote in *Democracy in America, Vol. 2*, (1840).

reassuring the interested parties that it will be informal. Whether we are invited to a holiday-season company party or the groundbreaking of a new hospital wing, we can be almost sure that the suggested or expected attire is casual. And so we don our casual clothes to our informal workplaces, where we address as buddies people who are not.

Is there something wrong with this picture? There would not be if we were all paragons of restraint, discipline, empathy, and respect. If we were that strong inside, forms would not matter much. As it is, instead, since we are imperfect beings, we need more formality. If familiarity (at times) breeds contempt, formality (almost always) fosters respect. From time immemorial, people have used formality in their interactions with people

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they do not know or do not know well. Those respectful, formal contacts have allowed humans to monitor other humans' behavior at a certain distance while at the same time paving the way to a possible rapport.

Showing respect to others often turns out to be a way of eliciting respect for ourselves. I address my students formally in part so that they will be inclined

removed. What I have in mind is a civil and relaxed formality, one that comes with seriousness of intent and lightness of touch. That means, for instance, that if a student lobbies to be addressed by his or her first name, you may want to consider doing so. And if a student before class asks you if he can keep his cap on because he is having a bad hair day, you may respond, "Of course, it's an emergency!"

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**“Formality helps keep our respective roles from becoming blurred; it reminds us that we are neither in a parent-child relationship, nor are we friends. What is true for teachers is true for all workers: formality helps us anchor our behavior in the safe haven of professionalism.”**

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to respond in kind. In the schools, formality is crucial to establishing a productive learning environment. For one thing, it sends youngsters the message that what we are doing—teaching and learning—deserves a special language. And as it marks the couple of hours we are spending in intellectual conversation as exceptional (in the etymological sense of the word), it attributes importance to the contents of that conversation. It also makes whoever is speaking in that context more poised and authoritative.

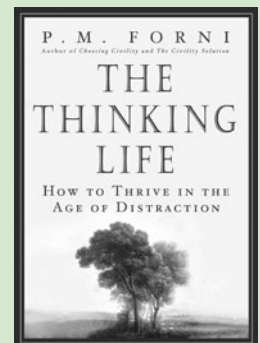
Since to behave formally requires in general more effort than to behave informally, formality is also a discipline that prepares us for the challenges of life. It reinforces our awareness that in life we cannot always choose the path of lesser resistance and that if we wish to be bona fide members of society, we are expected to acquire literacy in the protocols of the everyday.

Finally, formality helps keep our respective roles from becoming blurred; it reminds us that we are neither in a parent-child relationship, nor are we friends. What is true for teachers is true for all workers: formality helps us anchor our behavior in the safe haven of professionalism.

The formality I have in mind is not a distant and stilted one; it is not the kind that makes one feel that there is a barrier between self and other that will not be

It is regrettable there isn't more awareness that one of the characteristics of the civil person is his or her being skillful at being formal. Is the decline of formality reversible? The informal-casual ethos has entrenched itself in our lives to an extent that would have seemed impossible only a couple of generations ago. Thus, a sea change is not likely in the near future. Should we take comfort in the thought that a new norm will redefine what is acceptable behavior and new generations will not know the difference? I don't know. A loss remains a loss whether we are aware of it or not. ■

*P.M. Forni, Ph.D., is a professor at Johns Hopkins University. In 1997, he cofounded the Johns Hopkins Civility Project (JHCP), an aggregation of academic and community outreach activities aimed at assessing the significance of civility, manners, and politeness in contemporary society. The JHCP has been reconstituted as The Civility Initiative, which Forni directs. The author of Choosing Civility, The Civility Solution, and The Thinking Life, Forni lectures at organizations of all kinds on the benefits of fostering a culture of civility in the workplace.*



# Civility in the Workplace

*By Janie Harden Fritz*

Despite increases in flexible arrangements that permit employees to work from home or other extra-office locations, most of us still carry out our daily work activities within the confines of a specific organization, complete with cubicles, hallways, and the ubiquitous water cooler where we meet and talk with others. Much of what we do each day involves at least some minimal conversation, and, although the specific requirements for workplace communication vary widely across occupations, most of us will interact with others for a significant part of our workday, either face to face or electronically, one on one or in small groups or teams.

Because so much of our time is spent in the workplace setting, our experience there is a powerful contributor to our overall quality of life, which makes our communication with coworkers vitally important. The nature of talk at work can make the day go by quickly and enjoyably, or so painful that undergoing a root canal (or two) would be a welcome substitute for the increasingly strident departmental meeting. Communication marked by incivility—rudeness, impoliteness, failure to treat others with at least minimal respect—distracts us from tasks, increases

stress, and infects the organizational climate, creating a toxic matrix of distrust and cynicism that transforms enthusiasm into reluctant resignation and daily routines into drudgery. To counteract the communicative vice of incivility, we can choose to practice the communicative virtue of civility in our places of employment.

A virtue is a disposition to respond to everyday situations in ways that both define and contribute to human excellence, protecting and promoting practices and outcomes considered worthwhile for human beings to strive for and attain in the course of a good life. Patience, prudence, kindness, and courage, for example, are traditional virtues with contemporary currency. When we practice virtues, we develop habits that define a good life lived well, and at the same time, we contribute to healthy human communities.

Doing good work is an important element of human flourishing—of a complete, fulfilling human life—and civility in the workplace is a leading communicative contributor to good work carried out in the company of others. The communicative virtue of civility protects and promotes the good of oneself and one's



## Civility in the Workplace

coworkers, and, as a byproduct, the health and long-term viability of an organization. Civility is pragmatic communicative common sense for today's workplace.

Incivility is costly to organizations, exacting a toll on people and productivity. If left unchecked, incivility harms workplace relationships, costing managerial time and effort spent in damage control. Incivility takes attention away from work, compromising the trust needed for successful cooperative activity. Civility, on the other hand, promotes a healthy workplace environment. Civility builds energy and fosters goodwill

know well or as a means of masking dislike behind "nice" words. "He was civil," we say, describing John's behavior in encounters with work associates he would prefer to avoid. Treating those we know well with civility may smack of aloofness if we work from the assumption that we should always say exactly what we think at all times with raw directness. However, civility is a much richer concept than this common understanding implies, gracing the workplace with an atmosphere that permits tasks to be accomplished in the context of functional—and even pleasant—interaction with others.

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**“Communication marked by incivility—rudeness, impoliteness, failure to treat others with at least minimal respect—distracts us from tasks, increases stress, and infects the organizational climate, creating a toxic matrix of distrust and cynicism that transforms enthusiasm into reluctant resignation and daily routines into drudgery.”**

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among and between coworkers, creating contexts resistant to neurotic guilt, the feeling that someone is looking over one's shoulder, waiting for a mistake and an opportunity for the inevitable "Gotcha!"

There is no formula for workplace civility; each organization—indeed, each department or workgroup—has particular rules and norms defining appropriate interpersonal behavior. Civility works within the horizon of the accepted norms of a given unit. Nonetheless, it is possible for departments or organizations to develop problematic norms that violate the boundaries of civility from any perspective. If incivility is permitted to become acceptable practice in an organization, it may be difficult to eradicate; incivility becomes part of the climate or culture of an organization. Unless organizational leaders take action to stop it, incivility will continue in its destructive course, leaving the remnants of a once-vigorous organizational culture strewn in its wake.

Civility is sometimes understood rather narrowly as a way of communicating formally with people we don't

Civility in the workplace doesn't require talking in stilted, formal tones. It doesn't mean never disagreeing; it means disagreeing without being disagreeable. Civility in the workplace requires attentiveness to something larger than the self—the public environment in which work with others takes place. Civility is communicative care for institutions.

Long considered a civic virtue, civility encompasses public behaviors of consideration and tact in social interaction that prevent the fabric of social life from unraveling. From a communicative perspective, civility can be understood as protecting another's face, or public presentation of self, in the tone and content of our utterances, even when that person has said or done something objectionable. Civility could be considered a communicative component of emotional intelligence; it is, in classical terms, a type of conversational *praxis*, or theory-informed action, directed by *phronesis*, or practical wisdom. The practice of civility involves tactful verbal editing—leaving unsaid or unexpressed that which is best overlooked in order to keep the conversation going.

Civility is a discursive way of averting one's eyes to protect another's privacy or prevent potential embarrassment. It is also a way of focusing attention on what is worthy of note or admirable about others and their accomplishments. Even necessary correction (for example, in performance evaluations or in response to a colleague's less than stellar work on a project) can be done with civility, focusing attention on the behavior—on what was done or not done—rather than on the character or identity of the person. Managers who provide constructive feedback to employees, identifying how work can be improved and expressing confidence in employees' ability to succeed, are enacting workplace civility.

Civility works as a filter that selects for expression what is fitting in both content and form for a particular situation, person, and purpose. Civility is a buffer between our primitive expressive impulses and the delicate threads of social life; the civil utterance creates a protective space that both separates and joins. Civility creates both the distance necessary for respect, permitting others to maintain dignity in everyday workplace interactions, and the connection necessary for solidarity. Such behavior allows all to engage in jointly constructed activities ranging

worthwhile contributions not only to one's own life, but to the human community at large. From teaching and research to counseling, account planning, and engineering, the coordinated efforts of our endeavors contribute to the public good—what we accomplish in the workplace provides for our own sustenance, keeps the economy going, and supplies needed goods and services to others. The work we do also contributes to the good of the work itself, sustaining practices passed down through traditions that both define the professions—now a broad category encompassing many occupations—and maintain their continuity and excellence through time. Professional civility, or communicative virtue “at work,” protects and promotes productivity, people, the organization within which work is done, and the profession or occupational enterprise itself. Multiple areas of communication study are relevant to the domain of professional civility, from politeness theory and supportive communication to rhetorical design logic and conversational goals.

Professional civility supports the public presentation of others' identities as competent and valued people in the work context. When I express appreciation to my coworker Sue for a job well done or for going out of her way to assist me, I show support

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“Civility creates both the distance necessary for respect, permitting others to maintain dignity in everyday workplace interactions, and the connection necessary for solidarity. Such behavior allows all to engage in jointly constructed activities ranging from keeping conversation going with small talk at an office party to navigating a difficult conversation about workloads.”

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from keeping conversation going with small talk at an office party to navigating a difficult conversation about workloads. Civility requires both communicative restraint and purposeful forward discursive movement.

Civility provides the foundation for a constructive communicative ethic for social life. In the workplace, civility could be termed “professional civility,” a communicative virtue for the workplace that begins with the recognition that one's profession makes

for her need to be appreciated by others—and I offer encouragement for further excellence.

Speaking privately to my colleague Tony about his continual tardiness rather than berating him in public protects his professional image and also protects the work itself by keeping others' attention on the task at hand rather than on the “failings” of a colleague. Including a courteous “please” or “if you wouldn't mind” with a request to anyone in the

workplace, whether a faculty member or administrative assistant, acknowledges that person's autonomy and contributions to the shared project of work.

Professional civility acknowledges the work-related concerns of both self and other and aims at a constructive outcome for both, recognizing that the ideal is not always possible. Rather than merely

demonstrate professional civility by doing the best work they can, supporting others in their work, and speaking well of the organization internally and to outside audiences. Every workplace is flawed; professional civility involves expressing concerns in ways that offer opportunity for change and renewal. It is possible to express disagreement and dissent in ways that do not destroy the good an organization accomplishes.

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**“Every workplace is flawed; professional civility involves expressing concerns in ways that offer opportunity for change and renewal. It is possible to express disagreement and dissent in ways that do not destroy the good an organization accomplishes.”**

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expressing how one feels about a difficult situation (“You are no help! Why is your deadline more important than mine?”), one figures out how to take the other's goals into account (“I know you're facing a tight deadline here, and I really need your assistance for just a few moments. Can we find a way to help each other out?”). With this approach, potentially problematic contexts are transformed into opportunities for productive work and strengthened relationships.

Professional civility avoids workplace misbehavior such as bullying, social undermining (cutting coworkers down and casting doubt on their accomplishments), and spreading rumors about coworkers. Practicing professional civility includes invitation and hospitality to fellow employees. Workplace cliques run the risk of elevating relational connections above the work-related needs of the team or organization. Constant references to events, issues, or people known only to members “in the know” can alienate nonmembers, jeopardizing the development of valuable work ties with others. Tight-knit groups that develop naturally around shared work function with professional civility when members take into account non-clique members who may be joining the group for a period of time.

Managers can engage professional civility by practicing what they preach—by respecting the organization's mission in their deeds as well as their words and taking action when the mission is violated. Employees can

It's also important to recognize that a poor fit with an organization may require one to function as a guest in someone else's “home.” If other employment is not on the horizon, finding ways to work within organizational limits is a choice for professional civility. Likewise, history and current events remind us that organizations do not always “do the right thing” by their employees or communities; professional civility should not be a screen for organizational wrongdoing. Whistle blowing, making public the wrongdoings of corporate leaders, and taking action to bring to light discrimination in the workplace require the courage of professional civility to speak and act in ways that may change the course of organizational history—and one's own career—irrevocably.

Treating others with professional civility requires neither constant communicative creativity nor mindless repetition of “polite” expressions. Instead, it invites attentiveness to the situation and practiced discernment of what is needed in a particular communicative context. For example, while it may be wise to avoid angry outbursts under most conditions, engaging in spontaneous “shout outs” of appreciation or approval may be just the right response at a given moment to offer encouragement to a coworker.

Professional civility engages the rules and regulations of social life and takes into account the role of ritual in human discourse. Attentiveness to communicative





"Henderson will now bumble his way through yet another boring lecture."

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commonplaces ("Hello, how's it going?" "Not bad; how about you?"), for example, guides the enactment of professional civility in typical routines of workplace life. Professional civility, in other words, involves communication competence—the ability to call to mind a variety of conversational initiatives and responses appropriate for various work contexts and enact them with reasonable skill.

The increased prevalence of electronic communication in the workplace sends out yet another call for professional civility. The possibility of immediate communication with little time required to reflect yields horror stories of flaming messages sent on impulse that make the rounds of the entire organization and beyond. As we learn more about outcomes associated with increased use of social media, including Facebook, with its blurred boundaries of public and private discourse, we can invite civil practices for this context, as well.

Finally, professional civility acknowledges and accommodates human imperfection. Are we overly sensitive to another's remarks? Some slights we need to ignore, particularly if they aren't part of a pattern. Everyone has a bad day once in awhile. Civility in the workplace involves forgiveness, a willingness to grant interpersonal grace to others, knowing that we all miss the mark at times.

Will workplaces ever be completely unmarred by the unkind words and hurtful comments of thoughtless or deliberate incivility? Probably not in this life. But with concerted efforts to practice professional civility in workplace settings, we can create contexts for work life that situate inevitable slights and discordant moments against a backdrop of respect, goodwill, and the recognition that each day brings the opportunity, as P.M. Forni so simply and eloquently put it, to choose civility. Our lives will be the better for it. ■

*Janie Harden Fritz, Ph.D., is associate professor of communication and rhetorical studies at Duquesne University. She co-edited (with Becky L. Omdahl) Problematic Relationships in the Workplace (Peter Lang, 2006), co-wrote (with Ronald C. Arnett and Leeanne M. Bell) Communication Ethics Literacy: Dialogue and Difference (Sage, 2009), and co-edited (with S. Alyssa Groom) Communication Ethics and Crisis: Negotiating Differences in Public and Private Spheres (forthcoming with Fairleigh Dickinson University Press). Her most recent book project, Professional Civility: Communicative Virtue at Work, is currently in progress. Her work appears in Management Communication Quarterly, Communication Research Reports, Journal of Public Management and Social Policy, Communication Monographs, Journal of Business Communication, Journal of Business Ethics, and several edited volumes.*

# Being Civil with Ourselves

By Valerie Manusov

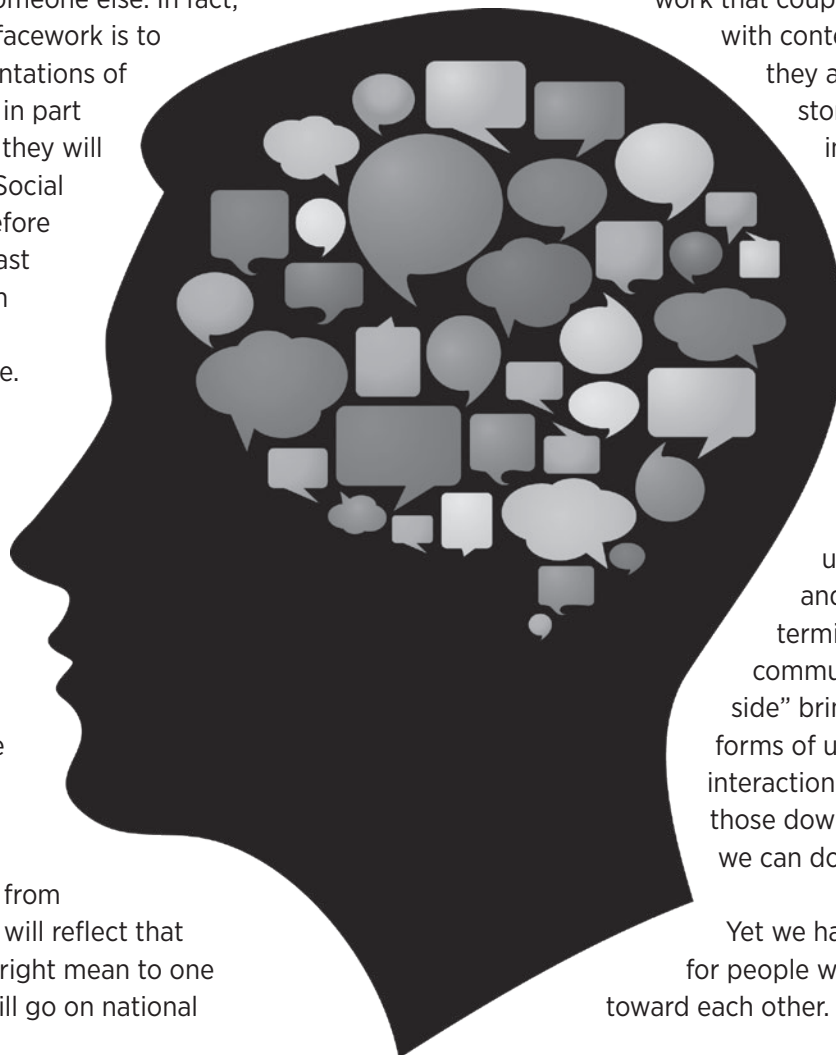
Erving Goffman is well known for characterizing our interactions with others as inherently managed. That is, although we all have moments—some of us more than others—when we act outside the bounds of others' expectations or social dictates, most of the time we do our best to be on our best behavior and hide anything too untoward. When we err, we are supposed to apologize or at least explain away (offer accounts for) why we acted out of character, particularly why we were uncivil to someone else. In fact, the very essence of facework is to accept others' presentations of themselves so as to, in part at least, help ensure they will do the same for us. Social engagement is therefore inherently civil, at least in theory. We seldom call people out, and they, in turn, let us be.

Certainly we know that it does not always work like that. In fact, we sometimes view our more negative comments about others as more "real" than the polite ways in which we typically interact. Any rerun of any Jerry Springer show from any day on any year will reflect that people can be downright mean to one another. And they will go on national

television to do so. A glimpse at a presidential or vice-presidential debate provides examples of incivility between pairs (remember Lloyd Bentsen's "You are no Jack Kennedy" during the 1988 presidential debate). And the blogosphere is replete with incivility, which seems easier to do and more plentiful when the communicating is not done face to face.

We also know from psychologist John Gottman's work that couples treat each other with contempt; they are critical, they are defensive, and they stonewall. Domestic abuse—in any guise—can't be regarded as anything but the antithesis of civility, nor can the hurtful messages, such as insults and threats, studied by Anita Vangelisti and her colleagues be described as anything other than untoward. Bill Cupach and Brian Spitzberg's terming of interpersonal communication's "dark side" brings to light myriad forms of uncivil interpersonal interaction, acknowledging fully those downright nasty things we can do to one another.

Yet we have words—and jails—for people who act untoward toward each other. Added to the norms



we enact that urge us to act somewhat kindly with one another, we have means for dealing with people who are mean. At minimum, we ask for apologies, require remediation, or end our relationships with those who act uncivilly toward us. Those who act uncivilly often get reputations in line with their actions. The threat of such social sanctions keeps us, to some extent at least, acting with civility toward one another, and the use of the sanctions often puts us “back in line” if we momentarily do otherwise.

aren’t you as good as your brother (sister, father, classmate, colleague, family pet)?” “How can you be so stupid?” “You won’t ever be able to do that.”

The things we say to ourselves we would never say to someone else. Most of us would never even *think* to say them to someone else; even if we did, those social rules I was talking about would probably make us tone it down a bit. But incivility abounds in the deep and vast spaces of our minds, giving new meaning to the

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“For many of us, the things we say in our minds to and about ourselves—often over and over—are rarely ever subject to rebuke, perhaps because the audience (us) to such communication (ours) is also the critic (us).”

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### The Voices in Our Heads

But there is a form of communication that does not seem to have the same mandates against incivility. That kind of communication is the conversation we have *with ourselves*: our intrapersonal dialogue. For many of us, the things we say in our minds to and about ourselves—often over and over—are rarely ever subject to rebuke, perhaps because the audience (us) to such communication (ours) is also the critic (us). Moreover, that dialogue often goes unnoticed; we may not even be aware of the cacophony at work within us. Michael Singer, in *The Untethered Soul: The Journey Beyond Yourself*, refers to this voice as our inner—and less than desirable—roommate who talks to us with an unceasing monologue. But it’s important to pay attention to this chatter. And it’s important to challenge what we may be saying or at least how we are saying it.

“dark side” of communication. Our words to ourselves live in places that rarely ever see the light. In fact, we work hard to keep our internal dialogue from others’ awareness—and sometimes even from our own.

The phrases we say in our minds may be echoes of what we have heard from others; more of them, though, are statements we say to ourselves just because, at some vague level, we believe we don’t quite measure up. Indeed, in her foundational book, *You Can Heal Your Life*, Louise Hay notes that the inner belief—recreated constantly by inner dialogue—of *everyone* with whom she has worked as a therapist is that they are “not good enough.” Hay also argues that, without mental “housecleaning” of these limiting beliefs, our thoughts can transform into illness.

Whenever I teach about social cognitive processes in my classes, I get my students to spend some time writing down what they say to themselves out of others’ earshot. From what they disclose, the rules for polite discourse we rely on when interacting with others seem not only to be discarded, but to be replaced with other rules that *encourage* incivility when we are conversing with ourselves. For many of us, the harangue is ongoing and relentless. “If you were really as smart as you should be, you would’ve given a better answer”; “You did THAT again?”; “Why

Many contemporary writers—some with a basis in Buddhist teachings—try to bring all of this internal incivility to our attention. In her book, *When Things Fall Apart: Heart Advice for Difficult Times*, Pema Chodron discusses the Tibetan term *sem* as the “stream of chatter” that reinforces our (often negative) image of self: It is our “small mind,” but one that rarely shuts up. Likewise, Eckhart Tolle, in *A New Earth: Awakening to Your Life’s Purpose*, talks of the “density of our mind structures,” our identification with an ego that is made real by our constant talk to ourselves about who we are, and one that is often based in a deep-seated

## Being Civil with Ourselves

dissatisfaction or incompleteness. Thich Nhat Hahn, in a recent article called “On Loosening the Knots of Anger,” points out Buddha taught that happiness comes from freedom, from releasing the mental “poisons” of anger, despair, jealousy, and illusion. Whereas those emotions can be generated by interactions with others, they reside and become cemented in us through the talk we have with and about ourselves.

### Paying Attention and Offering Compassion

All of these teachers argue that this internal dialogue is at the basis of our unhappiness, but it often goes largely unnoticed, wreaking its own forms of havoc on ourselves and on how we relate to—and communicate with—others. These teachers also tell us that, rather than trying to quiet or change the communication we have with ourselves right off the bat, we need first to listen to it, to become mindful of what we are saying to ourselves. We cannot break free from those poisons unless we first attend to them, but we need to attend to them with compassion.

Several concepts that are usually applied to interpersonal interaction can help us in our attempts at awareness of and kindness toward our most problematic—and uncivil—intrapersonal dialogues. One of these is *nonviolent communication*—also referred to as compassionate communication—which involves the avoidance of certain communication forms, such as moralistic judgments, unfavorable comparisons, and blame when interacting with others. If we listen to what we say to ourselves, we realize that our self-talk often takes just these forms. Whereas what we are being so tough on ourselves about can help point us toward areas in our life that may need examination, labeling our communication about those areas as potentially violent in these ways encourages us to change our tone, to ask whether, whatever our “faults” are, they really warrant the amount of incivility we are throwing at them.

Marshall Rosenberg, who wrote *Nonviolent Communication: A Language of Life*, acknowledges the importance of applying the principles of nonviolent communication to ourselves. In particular, he talks about how our negative self-talk, particularly if it is directed at our having behaved in ways that are “less than perfect,”

may encourage us to feel shame. He states that if “the way we evaluate ourselves leads us to feel shame, and we consequently change our behavior, we are allowing our growing and learning to be guided by self-hatred. Shame is a form of self-hatred, and actions taken in reaction to shame are not free and joyful acts” (p. 131).

Rosenberg offers that a more compassionate response—particularly one based in empathy and a real desire to understand the emotions underlying our judgments—could lead us to greater self-awareness, a much better place to land than unexamined self-denigration. Similarly, Chodron discusses the Buddhist concept of *maître*, the loving kindness that we can bring to ourselves, particularly when we choose to face our fears.

So, paying attention to our thoughts, noting when they take on violent forms, using that focus to encourage self-examination, and changing the tenor of the talk to be more compassionate, more loving, all are a part of acting civilly to ourselves. The burden that it removes from us can be astonishing, and the energy it can free up is enormous. Moreover, compassion directed at the self also helps the civility with which we treat others. As Hahn asks, “If you don’t know how to treat yourself with compassion, how can you treat another with compassion?”

### Forgiving Ourselves

In his discussion of compassionate communication, Rosenberg also notes that if we listen to ourselves in the empathic way that nonviolent communication encourages us to listen to others, we are also more likely to forgive ourselves for whatever “transgressions” we believe we have made, often in just being who we are. Like nonviolent communication, however, forgiveness is discussed typically as directed toward others.

It is also talked about as something that one does *for or about someone else*. So, I forgive you for having hurt or failed me in some way. But that is not the only way forgiveness is defined. For Vince Waldron and Doug Kelley, who have written extensively on the topic, forgiveness more accurately involves the creation of meaning *between* people; it occurs as

people work through forgiving together. As such, it can be extrapolated easily to our own inner dialogues. The advantage of *intrapersonal* forgiveness is that we don't have to go in search of our relational partner and convince him or her to sit and chat. We can talk to ourselves at any moment—even right now—and start a more civil exchange.

And often what we will find out is that our “transgression,” whatever it was that we are beating ourselves up over rhetorically, may just need reframing.

forgiveness as transformational; imagine how much could change if we offered more of it to ourselves.

Incivility exists between people, regardless of the social boundaries that we attempt to place around our interactions with others. But those boundaries do work to limit how much of it occurs. Sometimes that is to the detriment of the interactants. There are times when more openness—even about difficult things—is needed, and some people and circumstances, such as those engaging in or involving hate speech, may actually

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“We are more likely to treat others poorly when we think poorly of ourselves; those angriest with themselves are those most likely to act angrily with others. But if we can find forgiveness in ourselves, we may let go of the strong negative emotions we carry around with us and spend less time emanating those emotions outward.”

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The fodder of most of our internal tyranny is pretty mundane: not having the words we wanted to at the moment we wanted them; spilling something on our clothes right before class; forgetting something we meant to remember. This is hardly the stuff that warrants our negative—often violent—self-talk. But even if it was worse, even if what we did or who we are requires some real change or authentic remorse, we can actually do something about it if we turn the light on it, understand the conditions in which it occurred, and perhaps grow from the experience. At minimum, we can lighten the load we carry with us and give our energy toward engaging more effectively the next time.

Just as learning self-compassion can allow us more opportunity to enact in other-compassion, self-forgiveness may result in more civil interaction with others. We are more likely to treat others poorly when we think poorly of ourselves; those angriest with themselves are those most likely to act angrily with others. But if we can find forgiveness in ourselves, we may let go of the strong negative emotions we carry around with us and spend less time emanating those emotions outward. Waldron and Kelley talk about

justify the use of interpersonal incivility. But most of the time the social dictates that govern our discourse helps make that a more civil practice. It makes us kinder to one another than we are to ourselves. If only Goffman had turned his focus to our internal dramas, to the scripts we read in the theatres of our minds, perhaps the lines we recite, many memorized with precision and delivered with derision, could be rewritten to reflect greater gentleness where it is warranted. ■

*Valerie Manusov, Ph.D., is a professor at the University of Washington. She studies interpersonal communication, with a focus on the attributions people make for their own and others' behavior. She is the editor of The Sage Handbook of Nonverbal Communication and The Sourcebook of Nonverbal Communication: Going Beyond Words, among others. Her current research focuses primarily on the ways in which nonverbal events are discussed in the press and how such discourse reflects particular cultural values and beliefs. Manusov would like to thank John Crowley for his help in preparing this article.*

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The successful candidate will be qualified to teach courses in media (with an ability to explore the significance of new media and media literacy). Applicants are encouraged to demonstrate an ability to connect their specific media expertise with current course offerings. Applicants should also demonstrate a clear commitment to engaged-student learning exemplified by a strong record of teaching and student mentorship. Qualified candidates should have a Ph.D. or expect to receive the Ph.D. by August 1, 2012. ABD candidates near completion will be considered.

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## Indiana University-Purdue University Fort Wayne

### Two positions: Assistant Professor of Communication/Journalism AND Assistant Professor of Communication/Interpersonal and Research Methods Assistant Professor of Communication/Journalism

The Department of Communication at Indiana University-Purdue University Fort Wayne (IPFW) seeks a broadly trained tenure track assistant professor to teach undergraduate courses in convergent/multimedia journalism as well as graduate courses in mass communication beginning in August 2012. This person will help to develop and implement a new undergraduate

multimedia journalism major, teach journalism classes across multiple media platforms, and be committed to and engaged in scholarly/creative endeavors. The successful candidate will have experience in writing, editing, designing and packaging news stories for print, online and broadcast media. This person also will demonstrate a commitment to and expertise in teaching introductory and advanced journalism classes, such as newswriting/reporting, computer-assisted reporting, visual journalism and social media. We welcome additional teaching and/or research expertise in all areas related to Mass Communication, including but not limited to public relations, new media, mass communication history, media ethics and media management. All research and creative endeavor approaches are welcome including empirical, interpretive, critical, historical, legal and /or rhetorical approaches. A Ph.D. in journalism, mass communication or a closely related field is required by the start of employment.

Applicants should submit a letter of application, vita, evidence of teaching effectiveness, and names and contact information of four current references to:

Steve Carr, Ph.D.  
Search Committee Chair  
Department of Communication  
Indiana University-Purdue University Fort Wayne  
2101 Coliseum Boulevard East  
Fort Wayne, IN 46805-1499

AND

#### **Assistant Professor of Communication/ Interpersonal and Research Methods**

The Department of Communication at Indiana University-Purdue University Fort Wayne (IPFW) also seeks a broadly trained assistant professor to teach undergraduate and graduate courses in interpersonal communication and research methods (quantitative and/or qualitative). An ability to also teach small group communication is desirable. Other areas of candidates' interest could include persuasion, organizational communication or health communication. All research methods are welcome including empirical, interpretive, critical, historical and /or rhetorical approaches. The successful candidate will demonstrate a commitment to and expertise in teaching and research and will hold a doctorate in Communication by August, 2012.

Applicants should submit a letter of application, vita, evidence of teaching effectiveness, and names and contact information of four current references to:

Irwin Mallin, Ph.D.  
Search Committee Chair  
Department of Communication  
Indiana University-Purdue University Fort Wayne  
2101 Coliseum Boulevard East  
Fort Wayne, IN 46805-1499

The Department of Communication has thriving undergraduate and master's programs and a collegial and professionally active faculty. The Department affirms diversity. The Department and University are committed to providing inclusive educational experiences for our urban and regional constituents. Additional information about the Department and University is available at [www.ipfw.edu/comm](http://www.ipfw.edu/comm).

IPFW is a Master's Comprehensive I institution with about 14,000 students from the city of Fort Wayne and the surrounding region. Fort Wayne is the second largest city in Indiana with about 250,000 residents. Fort Wayne offers affordable housing, multiple school systems, a diverse arts community, and excellent health care systems.

Formal screening will begin October 1, 2011 and continue until the positions are filled. Employment

#### **Penn State Mont Alto Assistant Professor**

Penn State Mont Alto invites applications for the position of Assistant Professor of Communication Arts & Sciences (tenure-track, 36 weeks) to begin August 2012, or as negotiated. Teach three courses (9 credits) each semester using traditional and hybrid delivery modes. Courses to be taught range from introductory effective speech communication to senior undergraduate courses in public address and rhetoric. Publish in refereed journals. Participate in professional organizations and in course, curriculum, and program development. Advise students and provide career guidance. Participate in various service activities. Ph.D. in Communication Arts and Sciences, Speech Communication, or a closely related discipline required. To learn more about the campus and Penn State, visit <http://www.psu.edu/ur/cmpcoll.html>. To learn more about the position and how to apply, visit <http://www.psu.jobs/Opportunities/Opportunities.html> and follow the "Faculty" link. AA/EOE.

#### **San Jose State University Assistant Professor**

Candidate will have teaching and research commitment to Applied Communication in the areas of applied organizational studies and/or business communication. Candidate should have a history of, and/or a commitment to, developing positive and self-sustaining cross-department and cross-university linkages or collaborations. Candidate will be expected to participate in a new interdisciplinary program in Organizational Studies, including advising students, developing and teaching courses, engaging in assessment practices, and networking with Bay Area organizations.

Complete job posting at [sjsu.edu/comm/aboutus/jobs](http://sjsu.edu/comm/aboutus/jobs).

Starts August 2012. Employment is contingent upon proof of eligibility to work in the United States.

Application Deadline: 10/10/2011. Include JOID 14129 on all correspondence.

SJSU is an Equal Opportunity/Affirmative Action employer committed to the core values of inclusion, civility, and respect for each individual.

#### **Southern Methodist University Assistant Professor in Strategic Communication**

Position #050898

The Division of Communication Studies at Southern Methodist University (SMU) invites applications for an assistant professor in the area of strategic communication. We welcome candidates from all backgrounds interested in working in an exciting interdisciplinary program that integrates communication theory and practice in innovative and provocative ways. Located in the Meadows School of the Arts, the Division offers opportunities for interaction and collaboration with colleagues in the fine and performing arts, as well as our related divisions of advertising, journalism, and cinema and television. The candidate selected will have numerous opportunities to work in an increasingly diverse and globally connected community at the university and in Dallas/Forth Worth.

Qualifications: Applications should have an advanced degree in Communication or an MBA, professional/consulting experience, APR (Accredited in Public Relations) status, and a strong record of teaching in public relations, crisis communication, or strategic communication. The assistant professor position is a tenure track appointment that focuses primarily on teaching and working with the Public Relations Student Society of America (PRSSA) as well as research and creative work. The length of the initial appointment will be three years pending appropriate progress on tenure.

Application

Send a letter of application highlighting qualifications, complete curriculum vitae or resume, evidence of teaching effectiveness, and three letters of recommendation to:

Dr. Ben Voth, Search Committee Chair  
Communication Studies  
Meadows School of the Arts  
Southern Methodist University  
PO Box 750113  
Dallas, TX 75275-0113

[bvoth@smu.edu](mailto:bvoth@smu.edu)  
214-768-3028 (Chair, Ben Voth)  
[rhewitt@smu.edu](mailto:rhewitt@smu.edu)  
214-768-1574 (Coordinator, Rebecca Hewitt)

To ensure full consideration for the position, the application must be postmarked by October 15, 2011. The committee will notify applicants of its employment decision at the completion of the search. Position begins August 2012. Hiring is contingent upon the satisfactory completion of a background check. We encourage electronic applications.

The Division of Communication Studies is a highly competitive undergraduate program in public and professional communication that prepares students for work in politics and industry, not-for-profit organizations, and graduate and professional education. The Division is closely aligned with media and public relations professionals in the Dallas area, and provides numerous opportunities for service learning and community involvement through internships in both domestic and international contexts. Communication Studies also offers opportunities for participation in competitive undergraduate student activities such as Mock Trial, Debate, and Forensics, and in pre-professional organizations such as the Public Relations Student Society of America (PRSSA). We currently offer teaching/learning and research opportunities in Dallas, Taos, New Mexico, New York City, London, England, and Perth, Australia.

#### SMU

SMU is an inclusive and intellectually vibrant community of teachers and scholars that values diverse research and creative agendas. SMU offers excellent benefits including full same-sex domestic partner benefits. Explore Virtual SMU at <http://www.smu.edu>. Our beautifully shaded campus of Georgian-Revival-inspired architecture is situated in the heart of Dallas.

SMU will not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU is also committed to the principle of nondiscrimination on the basis of sexual orientation.

#### **SUNY at Buffalo** *Assistant/Associate Professor*

SUNY at Buffalo, The Department of Communication seeks to hire an Assistant/Associate Professor of Communication (COM) for the Fall 2012 term contingent upon available funding. The hire is expected to complement the department's strengths in one or more core areas including new media, social influence, and health/risk. COM faculty also have expertise in measurement and data analytic procedures in the scientific study of human communication processes. Candidates should hold an earned doctorate in COM (or related field) and applicants at the assistant level are expected to show evidence of high quality scholarship with potential for external funding. Applicants at the rank of associate must have a nationally recognized research program in COM. Faculty in COM teach 2 courses per semester year, advise MA and PhD students, conduct original scholarship, and participate in service at the department, university and discipline levels. Interested applicants should submit cover letter and CV to: [www.UBJobs.buffalo.edu](http://www.UBJobs.buffalo.edu), posting number 1100355. Inquiries, lists of references, and correspondence may be sent to Thomas Feeley, Professor & Chair, 361 Baldy Hall, University at Buffalo, Buffalo, NY 14260 (or [thfeeley@buffalo.edu](mailto:thfeeley@buffalo.edu)) The University at Buffalo is an Equal Opportunity Employer/Recruiter.

See additional information at <http://www.communication.buffalo.edu>.

#### **Texas State University – San Marcos** *Tenure Track Assistant/Associate Professor - Organizational Communication/Quantitative Methods*

##### Responsibilities

Faculty member to teach graduate and undergraduate courses in Organizational Communication and Quantitative Research Methods and additional courses such as Intercultural Communication or Health 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.

##### Application Procedures

Send vita, letter describing your qualifications, transcript and names of references to:

Dr. Philip Salem  
Chair of Organizational Search Committee  
Department of Communication Studies  
Texas State University-San Marcos  
San Marcos, TX 78666.

Review of applications will begin October 10, 2011 and continue until the position is filled. Opportunities exist for teaching during the summer.

##### Qualifications

###### 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 organizational communication research. For a candidate to be hired at the associate professor level he/she must meet established department criteria for the rank of associate professor.

###### Preferred

University teaching experience in organizational communication and quantitative research methods is preferred. University teaching experience in related courses (such as intercultural communication and health communication) is preferred.

##### Texas State University – San Marcos

Texas State University-San Marcos is a doctoral-granting 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. Over 32,800 students at

Texas State choose from 97 bachelor's, 89 master's, and 9 doctoral programs offered by eight colleges (Applied Arts, The Emmett and Miriam McCoy College of Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, Science, and the University College). With a diverse campus community including 33% of the student body from ethnic minorities, Texas State is one of the top 15 producers of Hispanic baccalaureate graduates in the nation. Texas State is also the lead institution of a multi-institution teaching center, the Round Rock Higher Education Center, offering several programs in the greater north Austin area. Additional information about Texas State and its nationally recognized academic programs is available at <http://www.txstate.edu>. Texas State University-San Marcos is a member of The Texas State University System.

##### 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. <http://www.humanresources.txstate.edu/benefits.htm>

Texas State University-San Marcos will not discriminate against any person (or exclude any person from participating in or receiving the benefits of any of its activities or programs) on any basis prohibited by law, including race, color, age, national origin, religion, sex or disability, or on the basis of sexual orientation.

##### 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. Metropolitan attractions plus outdoor recreational opportunities makes the community an attractive place in which to live and work. Other major metropolitan areas, including Houston and Dallas-Ft. Worth, are within four hours. Round Rock, a city of 92,557 residents is located 15 miles north of Austin in the Central Texas hill country. CNNMoney.com reports that Hays County, which includes San Marcos and the surrounding area, ranked third in the nation for job growth over the last decade and Williamson County, which includes Round Rock and the surrounding area, was ranked second.

Some positions may require teaching on the main campus and at the Round Rock Higher Education Center.

#### **The Ohio State University, School of Communication** *Assistant Professor, Communication Technology*

Communication Technology: The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of communication technology. In addition to a focus on communication technologies, candidates



may have a particular interest in a context area or population.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching.

Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching.

Deadline for full consideration for this position is September 23, 2011. Interested candidates should send a cover letter, curriculum vita, at least one published research sample, evidence of successful collegiate teaching, and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at [jobs.comm@osu.edu](mailto:jobs.comm@osu.edu).

Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

The OSU campus is strategically located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. It is a friendly city with a high quality of life. The area offers a wide range of affordable housing, many cultural and recreational opportunities, and a strong economy based on government as well as service, transportation and technology-based industries. Columbus has consistently been rated as one of the Top U.S. cities for quality of life. Additional information about the Columbus area is available at <http://www.columbus.org>

## **The Ohio State University, School of Communication**

### ***Assistant Professor, Group, Network, or Organizational Communication***

The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of group, network, or organizational communication, with an emphasis on topics including small group interactions, organizational structures and communication networks, and communication campaigns. The ideal candidate will be able to intersect with the strengths of the School in one or more of the following areas: health, politics, mass communication, or communication technology.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching.

Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching.

Deadline for full consideration for this position is September 23, 2011. Interested candidates should send a cover letter, curriculum vita, at least one published research sample, evidence of successful collegiate teaching, and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at [jobs.comm@osu.edu](mailto:jobs.comm@osu.edu). Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

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million. It is a friendly city with a high quality of life. The area offers a wide range of affordable housing, many cultural and recreational opportunities, and a strong economy based on government as well as service, transportation and technology-based industries. Columbus has consistently been rated as one of the Top U.S. cities for quality of life. Additional information about the Columbus area is available at <http://www.columbus.org>.

## **The Ohio State University, School of Communication**

### ***Assistant Professor, Strategic Communication and/or Advertising***

The School of Communication at The Ohio State University invites applicants for an assistant professor position in the area of strategic communication and/or advertising. In addition to a focus on strategic communication, candidates may have an interest in a particular context area that intersects with our School's current strengths including, but not limited to: health/risk, politics, entertainment, intergroup communication, or communication technology.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching.

Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching.

Deadline for full consideration for this position is November 18, 2011. Interested candidates should send a cover letter, curriculum vita, at least one published research sample, evidence of successful collegiate teaching, and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at [jobs.comm@osu.edu](mailto:jobs.comm@osu.edu).

Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

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### **The Ohio State University, School of Communication**

#### ***Open Rank, Mass Communication***

The School of Communication at The Ohio State University invites applicants for an open rank position in the area of mass communication. In addition to a focus on mass communication technologies, candidates may have a particular interest in a context area or population.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. All of our positions involve teaching, service and a research component, and we have recently renovated a number of research labs and teaching facilities to support quality research and teaching.

Candidates must have a Ph.D. degree in communication or related social science or be ABD and earn the Ph.D. prior to September 2012. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals in the field of communication as well as evidence of effective collegiate teaching. Applicants for tenured positions must have both a strong publication record reflecting theoretically-driven interests and a national reputation for high-quality research. A record of external funding is also highly desirable for applicants for tenured positions.

Deadline for full consideration for this position is November 18, 2011. Interested candidates should send a cover letter, curriculum vita, evidence of successful collegiate teaching, and the names of three references. Untenured applicants should also send at least one published article and three letters of reference to: William Eveland, Search Committee Chair, OSU School of Communication, 3016 Derby

Hall, 154 North Oval Mall, Columbus, Ohio 43210. Informal queries or applications via email are also welcome at [jobs.comm@osu.edu](mailto:jobs.comm@osu.edu). Please explicitly identify the position for which you are applying, as we are conducting four separate searches in 2011-2012. Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

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### **University of Kentucky** ***Assistant/Associate Professor***

The Department of Communication at the University of Kentucky invites applications for two full-time tenure track or tenured positions at the rank of assistant or associate professor beginning August 15, 2012, pending final budgetary approval. Expertise in health communication, Ph.D. in communication or related discipline, evidence of excellence in teaching, expertise/interest in technology, and research and publication credentials commensurate with departments in RU/VH universities required; expertise in advanced quantitative methods (e.g., network analysis, structural equation modeling) and a record of or potential for NIH funding desired. Successful candidates will have expertise in health communication campaigns, new media technology, or both. Responsibilities include teaching two courses per semester, actively engaging in research, and participating on program and student committees.

The Department is a part of a College of Communications and Information Studies with master's and doctoral programs. The Department has an active research faculty with a consistent record of extramural funding and has been recognized for teaching excellence by the University. Faculty specialties include health, risk/crisis, interpersonal, mass, organizational, and instructional communication. For information about the College, Department, and the beautiful bluegrass Lexington area, visit [www.uky.edu/CommInfoStudies](http://www.uky.edu/CommInfoStudies).

The University is an equal opportunity employer and the Department especially encourages applications from women, minorities, and

individuals who have experience working in communities of color. Salary for the position will be competitive and commensurate with experience. To apply, please send a letter of application, vitae, evidence of teaching and research excellence, and three current letters of recommendation to the Chair of the Health Communication Search Committee, Department of Communication, 227 Grehan Building, University of Kentucky, Lexington, KY, 40506-0042. Review of applications will begin in September, 2011 and continue until the positions are filled; interviews are anticipated to begin in October, 2011. Upon offer of employment, successful applicants for all positions must undergo a national background check as required by University of Kentucky Human Resources.

Visit the  
**NCA Career  
Center**  
for the most  
recent  
job postings  
and to  
post your open  
position.

[www.natcom.org/  
careercenter](http://www.natcom.org/careercenter)



# Assistant Professor Environment, Science and/or Health Communication

Department of Communication – Cornell University – Ithaca, NY

**College of Agriculture and Life Sciences (CALS)**

**Teaching (50%) Research (50%)**

**Tenure Track - 9 month appointment**

**Appointment to begin July 1, 2012**

The Department of Communication seeks to fill a tenure track faculty position at the Assistant Professor level. We seek a colleague to conduct research and teach in the areas of environment, science, and/or health communication. Scholars with specific expertise in analysis of public opinion, public policy or media related to these social issues are particularly encouraged to apply. We welcome innovative and imaginative scholars who approach the study of individual and societal decisions on the environment or human health from psychological, sociological, or institutional vantage points using qualitative and/or quantitative methods. The environment, science, and health area constitutes one of the Department's core strengths. Applicants whose work also contributes to other core strengths in communication and media studies, information technology, and/or social influence are encouraged to apply. Our position in the College of Agriculture and Life Sciences and Cornell's commitment to interdisciplinary work would provide the successful applicant with unique opportunities to undertake projects with faculty in Cornell's David R. Atkinson Center for a Sustainable Future and/or Weill Cornell Medical College.

Our faculty focus on a number of subfields including social psychology of communication; language and communication; science, risk, environment, and health communication; human-computer interaction; social media and mobile computing; media and society; group communication; social networks; and organizational communication. The position involves 50% research and 50% teaching responsibilities. Communication faculty teach two to three undergraduate and/or graduate courses per academic year and advise students in the Department's B.S. and Ph.D. programs. Publishing in peer-reviewed literature in relevant fields is expected, as is securing external research funding.

The Department is a national leader in the study of communication as a social science. Our faculty and students are dedicated to understanding the role and enhancing the effectiveness of communication processes, systems and infrastructure in society.

We explore communication in its many forms and contexts as a fundamentally social phenomenon. Our faculty members are recognized for developing and applying novel theoretical perspectives to the most pressing social and policy issues of the day.

The department ranked among the top ten in the nation in a recent poll by the National Research Council. This ranking reflects the productivity and quality of the faculty and the diversity and success of our students.

**Required Qualifications:** A successful candidate will have a completed Ph.D. in Communication or a closely aligned field and will have (or show promise of developing) a national and international reputation doing theory-based empirical research. We seek innovative scholars of social science who will develop a research program connected to college and university priorities in applied social science, information science, life sciences, environmental or health issues, and/or public outreach.

**Salary & Benefits:** Cornell offers a highly competitive salary and benefits package. Support for start-up research costs will be available.

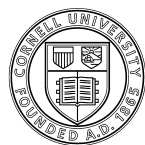
**Application:** Qualified applicants should send a letter of application addressing position qualifications and goals, vita, official graduate program transcripts, a writing sample, a teaching statement, and names and contact information of three references to [communication@cornell.edu](mailto:communication@cornell.edu) or by mail to **Dr. Jeff Niederdeppe, Department of Communication, 328 Kennedy Hall, Cornell University, Ithaca, NY 14853**. Please also have each reference submit a letter of recommendation. For additional information, email [communication@cornell.edu](mailto:communication@cornell.edu) or call Dr. Niederdeppe at 607.255.9706.

Women and minorities are especially encouraged to apply.

Applications will be reviewed beginning October 1st, 2011 until a candidate is selected. For more information about the Department of Communication, please visit our website: <http://communication.cals.cornell.edu>.

Cornell University seeks to meet the needs of dual career couples, has a Dual Career program, and is a member of the Upstate New York Higher Education Recruitment Consortium to assist with dual career searches. Visit <http://www.unyherc.org> to see positions available in higher education in the upstate New York area.

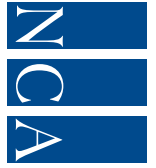
*College of Agriculture and Life Sciences  
Developing Leaders. Improving Lives. Shaping the Future.*



**Cornell University**

*Cornell University is an affirmative action/  
equal opportunity employer and educator.*

## Featured NCA Member Resource



National Communication Association  
1765 N Street, NW  
Washington, DC 20036

Non-Profit  
Organization  
US Postage  
**PAID**  
Permit No. 6925  
Baltimore MD

### ***Video - Grantseeking Basics: A Guide for the Communication Scholar***

Learn about the grantseeking process from program officers and funding agencies and communication scholars who have been successful grant recipients.

The video, *Grantseeking Basics: A Guide for the Communication Scholar*, contains interviews with four communication scholars who have received grants from a variety of government agencies and private foundations. Representatives from the American Council of Learned Societies, National Endowment for the Humanities, National Science Foundation and a private foundation are also interviewed for their perspective on the funding process.

The video features chapters on:

- How Do I Start (seeking funds)?
- Where Do I Look for and Apply for Funds?
- Who Are Program Officers and How Do I Work With Them?
- How Do I Write a Budget? How Does the Review Process Work?
- What Happens Once I Get the Grant? What Advice Do You Have for Communication Scholars?

You are also invited to a special

interactive screening of the video at the Annual Convention. Video clips will be shown and the communication scholars interviewed will be available to answer questions. Join us on Friday, November 18, at 12:30 in La Galerie 1 at the New Orleans Marriott.

To view *Grantseeking Basics: A Guide for the Communication Scholar* and learn more about NCA's other Funding 101 resources, such as the Current RFP Tracker and the pre-submission review service for first-time grant writers, visit [www.natcom.org/funding101](http://www.natcom.org/funding101).

