

REQUEST TO IMPLEMENT A DOCTORAL PROGRAM IN THE COMMUNICATION OF SCIENCE, TECHNOLOGY, AND RISK

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**BOARD OF REGENTS
REQUEST TO IMPLEMENT A DOCTORAL PROGRAM
IN THE COMMUNICATION OF SCIENCE, TECHNOLOGY, AND RISK**

Institution: Iowa State University

Unit involved: Greenlee School of Journalism and Communication

CIP Discipline Specialty Title:
Communication, journalism and related programs

CIP Discipline Specialty Number (six digits):
09.9999 Communication, journalism and related programs,
other

Level: B M D FP

Title of Proposed Program:
A doctoral program in the communication of science,
technology, and risk

Degree Abbreviation: Ph.D.

Approximate date to establish degree: Month: August Year: 2010

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1. DESCRIBE THE PROPOSED NEW DEGREE PROGRAM, INCLUDING THE FOLLOWING:

a. A brief description of the program and a statement of objectives, including the student learning outcomes and how the learning outcomes will be assessed

Program Description

The proposed doctoral program answers the need to enhance the science, technology, and risk communication dimension of the land-grant mission of Iowa State University of Science and Technology. The School's programmatic focus on science and agricultural communication has existed since our pedagogy was founded more than a century ago. Its programmatic focus on mass communications across social and global platforms in a new media age aims to develop a cadre of (1) researchers who will examine the communication-related aspects of today's science- and technology-based risk debates in mass communication across those platforms, (2) educators who will prepare students not only to communicate effectively scientific and technological risks through the mass media, but to analyze their cultural effects, and (3) communication practitioners who will

conceptualize and implement strategies that foster vibrant dialogues about science and technology risk issues in mass communication among identified audience segments and platforms.

Program Objectives

From terrorism to avian flu, from genetic engineering to the growing of a bioeconomy, science and technology issues continue to shape modern life. Risks—whether real or imagined—also accompany the benefits people enjoy from scientific and technological breakthroughs. The Greenlee School doctoral program will be first in the nation to lay claim to a specific intellectual ground: science, technology, and risk communication.

Science and technology communication addresses theoretical and pragmatic questions central to some of today's most vigorous debates on issues related to food safety and security, new and emerging diseases and pests, agricultural and environmental sustainability, and poverty alleviation, among others. It explores three broad but interrelated topics: (1) communication between scientists and journalists or other media practitioners, (2) communication of scientific and technical information to the public, and (3) science and technology communications policy. *Risk communication* analyzes how the public understands risk, how policy makers respond to risk, and how both of these understandings can be compared with risk assessment. In risk communication, risk is defined broadly, to include scientifically assessed or perceived risks related to weather-related events, food-borne pathogens, genetically modified crops/foods and pharmaceuticals, nuclear power and other energy issues. It also includes politically-oriented risks such as those associated with bioterrorism.

Program Outcomes

The general objective of this program is to prepare individuals to become leading researchers, educators, and communication strategists and practitioners in the field of science, technology, and risk communication. Upon completion of the program, students will be able to:

1. Conceptualize, design and complete independent and advanced research on significant issues in science, technology, and risk communication;
2. Develop professional competence in university-level teaching based on an articulated philosophy of education;
3. Develop knowledge and skills to plan, implement and evaluate science, technology, and risk communication programs.

The Ph.D. program in science, technology, and risk communication is projected ***to train a new cadre of communication researchers*** able to take charge of the research imperatives relating to the communication of science, technology, and risk to identified segments of the public and to the public at large. Within this area, the program is expected to set in motion a research agenda that aims to:

1. Illuminate how scientific discovery is communicated between and among researchers and those who apply and use the results of research;

2. Ascertain public understanding and knowledge of science, scientific procedures, scientific findings, and how to cultivate a public informed enough to make intelligent and respectful choices about issues with critical scientific and ethical underpinnings;

3. Ascertain the development and change of public attitudes toward science, technology, and risk issues, and the role of such attitudes in the adoption of and resistance to science-based products and innovations;

4. Determine how information about science and technology is communicated and how it influences public debate on the conduct of science, the implementation of science and technology policy and education programs;

5. Explore the role of advertising, public relations, and other persuasive communication techniques in expanding public dialogue about science, technology, and risk issues;

6. Explore the observed and desired role of the educational system, communication practitioners, the media, private firms, and advocacy groups in scientific communication and understanding.

The main thrust of research efforts will be to conduct basic and applied studies on communication's contribution to the public understanding of science, technology, and risk. Some examples:

1. Values and cognitive structures that have a bearing on public understanding and acceptance of the products of science and technology;

2. Exploration of "controversial" and "benign" scientific and technological topics from the dual perspectives of scientific uncertainty and mass media coverage;

3. The social responsibilities of and interactions among scientists, journalists, advocacy groups, policy makers and the public;

4. Communication strategies to support programs aimed at eliminating and reducing the vulnerability of food systems to bio-security failures. Expertise in mass communication must complement life science and technology programs by monitoring and evaluating public awareness and implementation of safe food handling practices, providing rapid access to food safety information, developing effective outreach programs, and formulating communication protocols to help sustain public confidence in the food safety system;

5. Public perception of genetic engineering and biotechnology, environmental

health issues, and other scientific and technological topics that might be perceived as risky;

6. The transfer of science-based knowledge and technology across cultures and societies;

7. Implications of new media technologies, governmental regulation and private sector roles in shaping public policy and public perceptions of science, technology, and risk issues.

This doctoral program is expected **to produce a cadre of communication specialists able to educate students** on the foundations of science, technology, and risk perceptions; conduct hands-on skills training; and inform students of underlying cognitive processes, the values and concerns brought by various audiences, and the likely responses of these audiences to science, technology, and risk issues. Within the science, technology, and risk communication domain, these include:

1. The use of persuasive advertising and public relations techniques—traditionally used to sell products and build images—to improve and protect people’s health and to hone public education messages;

2. Reporting and writing about science and technology subjects to general audiences through the print, broadcast and online media;

3. Developing strategies to enhance trust and minimize conflict over science, technology, and risk issues;

4. Understanding the legal controls of information, copyright and property rights, conflicting perspectives among component groups, ethical standards, responsibility, and the public good; and

5. Working more effectively with the media.

The doctoral program is expected **to train communication strategists and practitioners** able to apply science, technology, and risk communication principles to develop and implement communication programs and risk management policy. This breed of practitioners will have to the ability to, among others:

1. Craft organizational policies and messages responsive to audience risk concerns;

2. Design and execute communication strategies and campaigns for risk or crisis communication;

3. Understand and close the gap between lay people and experts, and help people make more informed choices.

In its report on the status and future of doctoral education in journalism and mass communication, a task force of leading scholars in the discipline called for the exploration of “new ways of cultivating the notion of *civic engagement* in doctoral programs with the goals of enhancing social, political, economic (and external perception) of journalism and mass communication research” (AEJMC Task Force Report on the Status and Future of Doctoral Education in Journalism and Mass Communication, 2006, p. 58). Considering that the above objectives were drawn in recognition of state and national needs, this proposal answers this call.

Program of Study

The proposed Ph.D. program in the communication of science, technology, and risk is a *research, not a writing*, degree. Research requires students to engage in a systematic and purposive search for answers to as yet unresolved questions. It culminates in the discovery and reporting of that knowledge to others. Doctoral study provides students with the opportunity to learn the discipline’s theoretical underpinnings, and standards of evidence and methods.

The proposed doctoral program focuses on the *communication of science, technology, and risk* and not on the policy aspects inherent in the field of risk analysis, the subject of the interdisciplinary Risk Analysis and Decision-Making graduate minor now under development. It is also different from a general mass communication Ph.D. program in that the theoretical exposure encompasses all social science theories pertinent to science, technology, and risk, not just the theoretical frameworks within the communication disciplines.

This program will be offered in cooperation with other departments and units on campus, such as Rhetoric and Professional Communication, Food Science and Human Nutrition, Rural Sociology, Institute of Food Safety and Food Security, and Sustainable Agriculture. The intention is to encourage students in science, technology, and risk communication to choose outside classes that match their specific area of concentration.

This doctoral program provides future academics and professionals with rigorous training in theory and research. Students seeking the Ph.D. must successfully complete at least 72 graduate credits of course work and research, *including* credits earned in a master’s program. No fewer than 36 of these 72 credits must be completed at ISU. After examining doctoral programs at peer institutions, the Greenlee School Graduate Steering Committee found it is possible to complete all degree requirements in 36 months (three years) *after* the master’s degree with a teaching assistant commitment of one course per semester. Doctoral students will have enough time to take a full load each semester, complete their course work within the first two years, and write a dissertation during the third year. Similar time frames exist for Ph.D. programs in other research-intensive universities such as the University of Florida, Cornell University and Syracuse University.

The student develops an area of concentration in a scientific and/or technological domain (i.e., biotechnology, bioeconomy and biorenewable energy, food safety and food security, natural resources management, sustainable agriculture, etc.) by taking appropriate courses in these disciplines. For example, a student who plans to concentrate in foreign animal and zoonotic diseases should take appropriate courses in the College of Veterinary Medicine. Other areas may emerge in the future as new risk factors come into play. By requiring students to take courses in the conceptual fields in which they intend to work, students will obtain a more in-depth theoretical understanding of their research areas. To ensure that a student has taken appropriate courses in an area of concentration, the student's comprehensive examination committee must include at least one faculty member from that program or discipline.

The following *minimum* numbers of credit in the indicated areas are required to complete the PhD:

- 9 credits of communication theory and strategy courses
- 6 credits of science, technology and risk communication theory and conceptual courses
- 6 credits of risk analysis, science and technology policy courses
- 6 credits of courses related to legal and ethical issues
- 15 credits of research methods and statistics courses
- 12 credits of courses related to the student's (technical) subject matter area of concentration
- 3 credits of graduate seminar
- 6 credits of JI MC electives
- 9 credits of dissertation research

The following section lists the courses under each identified area

MASS COMMUNICATION THEORY AND STRATEGY: 9 credits

JI MC 501 Theories of mass communication (Required)
JI MC 601 Advanced theories of mass communication (Required)
JI MC 510 Strategies of mass communication
JI MC 574 Communication technology and social change

SCIENCE, TECHNOLOGY, AND RISK COMMUNICATION: 6 credits

JI MC 547 Science communication
JI MC 560 Risk communication and perception (Required)
English 621 Rhetoric of science

RISK ANALYSIS, SCIENCE AND TECHNOLOGY POLICY: 6 credits

Agron/Tox/VDPAM 570 Risk assessment for food, agriculture and veterinary medicine
Agron/Econ/VDPAM 566X Science policy and food

RESEARCH METHODS AND STATISTICS: 15 credits

STAT 401 Statistical methods for research (or equivalent) (Required)
JI MC 502 Communication research methods (or equivalent) (Required)

JI MC 602 Advanced communication research methods (A. Survey research; B. Experimental design; C. Content analysis; D. Qualitative methods)
STAT 402 Statistical design and analysis of experiments
STAT 404 Regression for social and behavioral research

LEGAL AND ETHICAL CONSIDERATIONS: 6 credits

Phil 537X Bioethics and public policy
PoIS 580 Ethics and public policy
PoIS 586 Science, technology, and public policy
JI MC 598H. Graduate seminar: Law and ethics in communicating science, technology, and risk

SCIENTIFIC/TECHNICAL SUBJECT MATTER CONCENTRATION: 12 credits

Note: This is a preliminary list as suggested by discipline representatives. Courses for other areas of concentration (e.g., engineering, sustainable agriculture) are being identified.

Area of concentration: Biotechnology

GDCB/Gen 508. Biotechnology in agriculture, food, and human health (Prereq: Biol 211 and 212, Principles of biology, or equivalent)
Gen 411. Molecular genetics
Gen 520. Genetic engineering (Prereq: 411 or B B 405)
C E 326. Principles of environmental engineering (Prereq: Chem 167 or 178 or enrollment in E M 378)

Area of concentration: Food safety and food security

FS HN 403. Food laws, regulations, and the regulatory process (Prereq: 3 credits in food science and technology coursework at 200 level or above)
FS HN 412. Food product development (Prereq: 311 or 411)
FS HN 565. Malnutrition in low-income countries (Prereq: Graduate student status)
FS HN 566. Nutrition counseling and education methods (Prereq: Graduate student status)

Area of concentration: Natural resource ecology and management

NREM 460 Controversies in renewable resource management (Prereq: 120 and A Ecl 312 or NREM 301, and junior classification)
NREM 571. Agroforestry systems: Local and global perspectives (Prereq: 6 credits in biological science at 300 level or above)
NREM 532. Human dimensions of natural resource management (Prereq: A Ecl 312 or equivalent plus 6 credits of biological sciences; permission of instructor)

Area of concentration: Sociology

Soc 541. Technological innovation, social change and development (Prereq: 6 credits in the social sciences)
Soc 544. Sociology of food and agricultural systems (Prereq: 6 credits in sociology)
Soc 547. Sociology of adoption and diffusion (Prereq: 6 credits in sociology)
Soc 640. Comparative social change (Prereq: 6 graduate credits in sociology)

Area of concentration: Bioeconomy

BRT 501 Fundamentals of biorenewable resources (Prereq: Undergraduate training in an engineering, physical or biological discipline or degrees in agriculture or

economics)

SUSAG 509. Agroecosystem analysis (Prereq: 6 credits in social sciences, 6 credits in natural, biological or engineering sciences and senior or above classification)

SusAg 610. Society and technology in sustainable food systems (Prereq: Graduate classification)

BRT 590. Special topics in biorenewable resources (Prereq: Permission of instructor)

Area of concentration: Global climate change

Agron/EnSci/Mteor 404. Global change (Prereq: Four courses in physical or biological sciences or engineering; junior standing)

Agron/EnSci/Mteor 406 World climates (Prereq: Agron/Mteor 206)

EnSci/ Ia LL/L A 461I. Introduction to GIS

EnSci/NREN 507. Watershed Management (Prereq: A course in general biology)

Area of concentration: Statistics

Stat 401. Statistical methods for research workers. Prereq: 101 or 104 or 105 or 226.

Stat 432. Applied probability models. Prereq: 231 or 341 or 447.

Stat 332X. Visual communication of quantitative information

BCB 567. Bioinformatics I (Fundamentals of genome informatics). (Cross-listed with COM S, CPR E.) Prereq: Com S 208; Com S 330; Stat 341; credit or enrollment in Biol 315, Stat 401, and Stat 432.

PRELIMINARY ORAL EXAMINATION

DISSERTATION: 9 credits

JI MC 699 Doctoral dissertation (9 credits)

FINAL ORAL EXAMINATION

We expect to attract to the program students who may belong under any three of the following categories:

1. Students with master's degrees in journalism and mass communication;
2. Students with master's degrees in fields other than journalism and mass communication;
3. Students with bachelor's degrees (in communication or other fields). This track is intended for outstanding students who can be admitted directly from a bachelor's program. These students would pursue a five-year program of study leading to the Ph.D. without the master's degree. Students in this category who perform poorly on prelims will be given an opportunity to earn a terminal master's degree.

Illustrative example of course workflow for students in Category 1: Those with master's degrees in journalism and mass communication

Entering students in this category are expected to be able to transfer 26 *credits* of course work from their master's program. We expect students in this category to have completed the following course requirements:

- JI MC 501, Communication theory or equivalent (3 credits)
- JI MC 502, Communication research methods or equivalent (4 credits)
- JI MC 510, Communication strategies or equivalent (3 credits)
- Stat 401, Statistical methods for research workers or equivalent (4 credits)
- JI MC 598, graduate seminar or equivalent (3 credits)
- Elective journalism and mass communication or technical area courses (9 credits)

Term	Courses	Credits
First semester	JI MC 601	3
	Agron 570	3
	Technical area	3
	<i>Semester total</i>	<i>9</i>
Second semester	JI MC 547	3
	JI MC 602	4
	Technical area	3
	<i>Semester total</i>	<i>10</i>
Third semester	JI MC 560	3
	Stat 402 or Stat 404	3
	Technical area	3
	<i>Semester total</i>	<i>9</i>
Fourth semester	Agron 566	3
	Law and ethics (Phil 537X)	3
	Technical area	3
	<i>Semester total</i>	<i>9</i>
Summer	Preliminary oral exam	
Fifth semester	JI MC 699 Dissertation	4
Sixth semester	JI MC 699 Dissertation	5
	<i>Total</i>	<i>46</i>

Illustrative example of course workflow for students in Category 2: Those with master's degrees in fields other than journalism and mass communication

Entering students in this category are expected to be able to transfer 26 *credits* of course work from their master's program. We expect students in this category to have completed the following course requirements:

Stat 401 or equivalent course in statistics available for non-major graduate credit (4 credits)

Another 400-level statistics course (3 credits)

Research methods course (4 credits)

Social science and technology elective (3 credits)

Courses in technical areas of concentration (12 credits)

Term	Courses	Credits
First semester	JI MC 501	3
	JI MC 510	3
	Agron 566X	3
	<i>Semester total</i>	9
Second semester	JI MC 602	4
	JI MC 598 (seminar)	3
	JI MC 547	3
	<i>Semester total</i>	10
Third semester	JI MC 601	3
	Agron 570	3
	JI MC elective	3
	<i>Semester total</i>	9
Fourth semester	Phil 537X	3
	JI MC 560	3
	Pol Sci 586	3
	<i>Semester total</i>	9
Summer	Preliminary oral exam	
Fifth semester	JI MC 699 Dissertation	4
Sixth semester	JI MC 699 Dissertation	5
	Total	46

Illustrative example of course workflow for students in Category 3: Those with bachelor's degrees

Term	Courses	Credits
First semester	JI MC 501	3
	JI MC 510	3
	JI MC 547	3
	<i>Semester total</i>	9
Second semester	JI MC 502	4
	Stat 401	4
	<i>Semester total</i>	8
Third semester	JI MC 601	3
	Agron 570	3
	Technical area	3
	<i>Semester total</i>	9
Fourth semester	JI MC 602	4
	JI MC 560	3
	Technical area	3
	<i>Semester total</i>	10
	Qualifying exam	
Fifth semester	Stat 402 or 404	3
	Agron 566X	3
	Technical area	3
	<i>Semester total</i>	9
Sixth semester	Phil 537X	3
	JI MC 598 (seminar)	3
	JI MC elective	3
	<i>Semester total</i>	9
Seventh semester	PolS 586	3
	JI MC 598 (seminar)	3
	Technical area	3
	<i>Semester total</i>	9
	Preliminary oral exam	
Eighth semester	JI MC 699 Dissertation	3
Ninth semester	JI MC 699 Dissertation	3
Tenth semester	JI MC 699 Dissertation	3
	Total	72

Learning Outcomes and Assessment Standards

The extent to which doctoral students have met program goals will be assessed based on their

1. Ability to independently conceptualize, design, implement, and evaluate research and other scholarly projects that contribute to the building of theory and help to improve journalism and communication performance especially as it relates to the communication of science, technology, and risk;
2. Commitment to interdisciplinary scholarship that is critically developed, innovative and conceptually rigorous;
3. Ability to conceptualize, design, implement, and evaluate information campaigns and other outreach projects for government agencies, private corporations, media entities, strategic communication firms and other organizations by applying theoretical and conceptual foundations while being cognizant of social responsibility;
4. Professional competence in teaching and articulating a philosophy of communication education;
5. Reflective awareness of the social, economic, political, ethical and cultural dimensions of science, technology, and risk communication raised by the global information order;
6. Demonstrated commitment to an academic environment, scholarly work and professional practice that are gender inclusive, culturally diverse, and international in scope.

The mechanisms for assessing whether graduates of the program meet the program's learning objectives include: external reviews of experts from peer institutions; program-based written course examinations; required preliminary (qualifying) and final oral examinations; publication of results of original research in books, scientific journals, professional and trade publications, and pertinent media outlets; presentation of research results to the broadcast and online press, and the leading conventions, conferences and symposia in the field; regular meetings with the Program of Study (POS) committee; exit interviews with the School Director or Director of Graduate Education; regular survey of graduates; and formal teaching evaluations.

b. The relationship of the proposed new program to the institutional mission and how the program fits into the institution's, college's, and department/program's strategic plan

Today, more than ever, science and technology are among the major forces that transform the human experience. Consequently, there is a need to understand how science and the products of the scientific enterprise shape—and are in turn shaped

by—the societal contexts in which they are generated and introduced.

Communication is an integral factor in disseminating, sharing, and keeping the public aware of the benefits and risks engendered by scientific and technological breakthroughs. More importantly, it offers the most potent mechanism by which a multiplicity of voices can be heard in the process of shaping policy decisions about the trajectories the scientific and technological communities should take. In effect, strategic and tactical communication approaches can foster a marketplace ideal Hornig-Priest (1995) calls “information equity.”

In the science, technology, and risk domains, there are compelling reasons why communication should play a major, rather than merely a supporting, role. In many instances, unanticipated public reactions to the products of research have made them social issues as opposed to purely scientific ones. That is, “future research funding, regulation, and public acceptance of research and its products can get out of the hands of scientists, and into the hands of those who can influence mass media coverage and subsequent policy and funding initiatives” (Abbott & Lucht, 2000). Biotechnology, genetic modification, stem cell research, and the threat of foreign animal and zoonotic diseases of which the avian flu is just the most recent example, have spawned new opportunities as well as new ethical challenges and debates that often have foundations as strongly built on personal opinions and belief systems as on a grasp of their scientific basis.

Current geopolitical realities demand that communication strategists address the most pressing threats to US national interests and security, analyzing the forces shaping these problems and identifying opportunities for effective intervention into the policy process. Communication experts perform the crucial role of serving the needs of citizens, farmers, producers, and consumers to control serious food-borne infectious diseases, to prevent contamination of food and water by toxins, and to protect plants and animals from the threat of well known as well as emerging diseases. Information gained from current and future research efforts on production management systems that prevent pre-harvest contamination, improved diagnostic reagents, vaccines, antimicrobial drugs, toxicology, clean water, computer modeling with risk analysis, and the socio-economic aspects of food issues will have to be communicated to a vast array of audiences and stakeholders in order to effect responsive national programs for food safety and disease control.

A cursory study of agenda-setting in the mass media reveals that scientific issues receive sporadic attention, and that media interest in them can spike only after “triggering events” that possess news value (Murdock et al., 2003). More often, however, what limited coverage a scientific issue can muster can become sensationalist (Hartz and Chappell, 1997). Such a profession-driven tendency can instill uncertainty and doubt in the general public. It can drive the amplification or attenuation of risk perceptions. Moreover, science and technology are, to some extent, influenced disproportionately by those with access to the mass media. Improved communication is critical, therefore, in facilitating science-based policies and the “democratization” of

scientific and technological information. A premier land grant university such as Iowa State must face up to this challenge by recognizing and accepting responsibility in the communication of science and technology and their attendant risks.

The Greenlee School Ph.D. program will provide leadership in understanding the role of communication in advancing policy-relevant knowledge about the most important social, cultural and economic challenges attendant to scientific growth and other critical issues where science, technology, and society intersect. Programs of study will be related to specific scientific and technological interests and will be arranged to draw freely from appropriate departments and research centers within the University.

The first named school on the ISU campus (1997), the Greenlee School of Journalism and Communication was established as the Department of Agricultural Journalism in 1905 and became the Department of Technical Journalism in 1925. Over more than a century, it has maintained roots in agricultural communication even as it expanded to other areas of mass communication in tandem with the University's land grant mission. This proposed Ph.D. program re-connects the School to its foundational objectives, re-asserts the value of maintaining a consistent dialogue among the different segments of society Iowa State serves, and acknowledges that the goals of a premiere land grant institution are incomplete unless it takes charge of communicating the merits and value of its scientific and technological endeavors.

Within the campus, this doctoral program answers the need to provide a science, technology, and risk communication dimension to the mission of a land grant institution. This doctoral program can engender School collaboration across campus. Within the College of Liberal Arts and Sciences, it can lead the conduct of cutting-edge communication research in support of its Science and Society initiative. The College of Agriculture and College of Engineering have broad areas of concern with attendant communication issues and responsibility. Within the College of Business it can provide support to the examination of organizational communication needs required by the logistics management and transportation of food. Doctoral students can also re-invigorate our historical research and learning ties with family and consumer sciences within the College of Human Sciences.

In its 2005-2010 strategic plan, the Greenlee School faculty strongly endorsed the doctoral program in science, technology, and risk communication to solidify the School's national and international reputation as a research force in this area of concentration (Appendix A). An LAS-commissioned External Review Team, composed of four of the most distinguished journalism and mass communication scholars, educators and administrators in the country, has unanimously endorsed this proposal and its new approach to doctoral education, after undertaking a close examination of the Greenlee School graduate program in March 2007.

The Doctoral Program's Relationship with Undergraduate Studies

The School's undergraduate programs in journalism/mass communication and advertising are the largest and longest continuously accredited in these disciplines in

Iowa. This, in addition to the School's strong ties with the state media and its vigilant alumni base, require that we specifically take stock of the impact of any initiative on undergraduate learning. The following benefits to the undergraduate program are cited not because they undergird the proposal's objectives, but because this topic is critical to our large body of students, alumni and benefactors.

The doctoral program is expected to contribute to strengthening the School's undergraduate programs in a number of ways:

1. It will encourage the integration of research into the undergraduate curriculum, with the goal of reducing the gap between undergraduate professional education and graduate-level research training. The presence of doctoral students expands not only the scope of research topics and designs, but also the participation of undergraduate students in the research enterprise'

2. The program offers a cadre of graduate students with strong professional backgrounds to expand our pool of teachers who can handle skills-oriented undergraduate courses in high demand. Because we can secure contracts for a maximum of five years for graduate teaching assistants, this move will reduce the School's dependence on the hiring of short-term lecturers'

3. Doctoral students with strong professional experience can help in advising undergraduate media organizations and clubs.

c. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university.

There are a number of factors that augur well for the role this doctoral program will play on campus and beyond:

1. In 2003, LAS launched the Institute of Science and Society, "a research and education initiative to increase knowledge in the social, behavioral, and economic sciences, as well as in the humanities, that will enable us to put science and to our nation's best advantage" (ISU-ISS, 2005). Communication is at the core of this Institute's objectives, cognizant of the fact that "the understanding and perception of science and technology has an impact on the integration of new scientific and technological developments into modern society" (ISU-ISS, 2005). The Greenlee School doctoral program can contribute substantially in fulfilling the Institute's communication objectives.

2. As one of the selected Presidential Initiatives, the groundwork was laid in 2003 for the creation of the Institute for Food Safety and Security, a University-wide effort to "develop research and training programs that engage in human health risks and issues that arise from globalization, intensification of agricultural production, food processing,

global warming, environmental changes and the prevention of agricultural bioterrorism” (ISU-IFSS, 2005). One of the Institute’s major missions is the launching of outreach and communication programs that will address identified sources of food safety risks. The Greenlee School doctoral program will be pivotal in undertaking these communication-related research and outreach tasks.

3. Iowa State has established a world-class Plant Sciences Institute that focuses resources on a collaborative program of academic, government, and private sector research and technology transfer. Building on the University’s leadership in agronomy, seed science, molecular biology, biochemistry, chemical engineering, and statistics, this initiative continues to promote advances in genetics, genomics, plant transformation, and bioinformatics. Developments in the plant sciences and their successful deployment as industrial and consumer products will challenge the communication processes and the media. The Greenlee School doctoral program is expected to be the Institute’s first call when it needs to understand the opportunities and risks inherent in the latest advances it scores.

4. A Connect Life Sciences Bio Summit on “Public Communication Strategies for Controversial Life Science and Topics” sponsored by the University of California in 2001 highlighted the media’s perceived inability to convey scientific topics in an accurate and unbiased manner. In response, private and public institutions involved in research and development formed a nationwide Consortium for Science and Society (CSAS). The Consortium aims to provide a venue in which scientists, educators and journalists can interact; launch a web-based compendium of information about complex scientific issues with links to the best available sources of scientifically derived information about science, technology, and risk-related topics; and promote partnerships. The Consortium also plans to attract resources to offer science and technology education programs for journalists, and build a directory of scientists who will engage and work with reporters on timely issues. The Greenlee School became an integral part of this Consortium in 2005. The School intends to contribute significantly to the Consortium’s efforts to train scientists and media practitioners on how to constructively engage the public in national discussions of science, technology, and risk issues.

5. Currently on the drawing boards is a proposal for an interdisciplinary graduate minor in risk analysis and risk decision-making. A winner of the Higher Education Challenge Grants of the US Department of Agriculture (2006), this proposed minor requires 15 hours of coursework related to risk. Students can choose courses in agronomy, toxicology, zoology, simulation modeling and analysis, statistics, bioethics, political science, veterinary diagnostic and production animal medicine, veterinary microbiology and preventive medicine, and risk perception and risk communication. The School’s graduate program intends to participate actively in this minor by fulfilling the communication dimension of risk assessment and risk analysis.

6. The Biosafety Institute for Genetically Modified Agricultural Products (BIGMAP) aims to provide science-based analysis of the risks and benefits of genetically modified plant and animal products. Its mandate also includes providing

guidance and education to help safeguard consumers and the environment. The School has collaborated with BIGMAP by taking on the science, technology, and risk communication component of their mission. BIGMAP and its interdisciplinary network of scientists now share with the Greenlee School a faculty line dedicated to the communication of risk.

d. The relationship of the proposed program to existing programs at other colleges and universities, including how the proposed program is different or has a different emphasis than the existing programs

While there are more than 462 journalism and communication programs in the United States today, only 42 institutions—comprising 9.1% of the total—offer preparation at the doctoral level (Appendix B). In AY 2003-2004, the doctoral output was 211 from 38 reporting institutions. Degrees granted are projected to increase slightly at the doctoral level through 2013. This annual output, however, will still be insufficient to compensate for the forthcoming shortage of mass communication Ph.D.s predicted over the next decade (AEJMC Task Force, 2006).

The Task Force on the Status and Future of Ph.D. Education in Journalism and Mass Communication (2006), charged with identifying and analyzing issues that will influence future generations of mass communication scholars and educators, suggests that the shortage is already in place, but that the discipline needs more than just numbers:

A fairly cogent argument can be made that the doctoral students of tomorrow will need to be: stronger researchers, particularly in terms of securing external grants; theoretical pioneers rather than settlers; more versatile teachers, equally adept in in-person, online and virtual environments; more entrepreneurial in terms of their ability and proclivity to generate new revenue streams; highly interdisciplinary and more expansive in their intellectual perspective; and better trained to meet the challenge of competitors from such programs as cognitive science, business, engineering, and human-computer interaction. Further, the field of communication itself needs to do a better job of explaining itself and its potential in the greater university community, recruiting students with stronger research skills from outside the discipline, and achieving more success with funded research.

Of the 38 Ph.D.-granting institutions, only seven reported some expertise in the communication of science and technology and related fields (Table 1). Four of these programs are *not* administered through the journalism or communication departments or colleges. The agriculture and environmental communication and education program at the University of Illinois at Urbana-Champaign, for example, is being administered through the Department of Human and Community Development. The earth and environmental science and journalism program of Columbia University is being offered through its Department of Earth and Environmental Sciences and its Lamont-Doherty Earth Observatory. Ohio State offers its environmental communications, education and

interpretation program through its School of Natural Resources. These suggest that traditional journalism schools are not the prominent home of strong science and technology communication programs and that such a program should have solid linkages with reputable hard science and technology research centers on campus to advance its mission. The proposal, therefore, is among the first to anchor the science, technology, and risk communication function within the mass communication domain.

Table 1. Current Ph.D.-granting institutions with strong science communication emphasis (Directory of science communication courses and programs in the United States, 2007)

University	Unit offering science and/or risk communication emphasis	Ph.D. specialization within science/risk communication
University of Illinois at Urbana-Champaign	Department of Human and Community Development	Agriculture and environmental communication and education
University of Missouri at Columbia	Science Journalism Center at the School of Journalism and the School of Natural Resources	Science writing; environmental and biomedical reporting
Cornell University	Department of Communication	Science, the environment and agriculture
University of Tennessee at Knoxville	School of Journalism and the Department of Speech Communication	Science and technology
University of Wisconsin at Madison	Department of Life Sciences Communication and the School of Journalism and Mass Communication	Health and nutrition agriculture and natural resources
University of Maryland	Department of Communication's Center for Risk Communication Research	Food safety, environmental harm, security, and health risks
University of South Carolina	School of Journalism and Mass Communications	Public health, environment, hazards, nanotechnology

Of the seven programs professing strength in science communication, the two most competitive in terms of faculty contingent, research record, and facilities strength are Wisconsin-Madison and Missouri-Columbia. Over the past five years, Wisconsin's Life Sciences Communication program has been shearing off its agriculture and natural resources emphasis in favor of health communication. In Missouri, where only two faculty members are doing work on science and risk, the field has been consistently losing ground to the point where it is no longer an advertised area of strength. That science, technology, and risk communication has been de-emphasized somewhat in the Wisconsin and Missouri programs is a result more of organizational restructuring and faculty retirements than a decline in student interest. Missouri's restructuring came in the wake of the Donald W. Reynolds endowment. Madison experienced a number of faculty retirements over the last seven years and is now in search of replacements to the vacated faculty lines.

As our 2007 External Review Team emphasized, science, technology, and risk communication is a legitimate discipline, not merely a “specialty area.” Continued interest and growth in this field are demonstrated by the emerging programs at Florida, Michigan State, Colorado State (which begins its doctoral program in Public Communication and Technology in 2008), Utah and South Carolina. The lesser emphasis in science, technology, and risk at Wisconsin and Missouri offers Iowa State the opportunity to dominate the discipline in the Midwest.

In Iowa, the Greenlee graduate program is the only one that emphasizes science, technology, and risk. At the University of Iowa, few faculty members have a published record on general science and technology topics. Because of the School of Journalism and Mass Communication’s proximity to the College of Medicine and the College of Public Health, health communication is a potential area of collaboration and advantage.

e. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

The Greenlee School has a long history rooted in the communication of science and technology. Aside from this undeniable tradition, the School offers the following advantages:

1. Greenlee School faculty members were part of a task force that drafted the proposal that launched the Institute for Science and Society. Since the Institute’s inception, the School’s faculty members have been active players as collaborating investigators in interdisciplinary research projects at the core of the Institute’s objectives;

2. The School’s established relationship with technology-generating units across campus (such as the Institute for Food Safety and Security, the Biosafety Institute for Genetically Modified Agricultural Products, the Bioeconomy Institute) and University outreach-oriented entities (such as Extension Communications and Marketing, the Center for Agricultural and Rural Development, the College of Business, the Leopold Center for Sustainable Agriculture), gives us the breadth of potential areas of concentration and areas of research collaboration for doctoral students;

3. The learning and discovery goals related to the proposed doctoral program are already integral parts of the Greenlee School strategic plan. The plan has identified a number of programs, institutes, centers, and units on campus with which the proposed doctoral program can establish strong research and other working relationships. These programs and units are listed in Table 2.

Table 2. Potential collaborating centers, institutes and programs on campus

Ames Labs, US Department of Energy
Bioethics Program
The Bioeconomy Institute
Biosafety Institute for Genetically Modified Agricultural Products (BIGMAP)
Center for Agricultural and Rural Development (CARD)
Center for Crops Utilization Research
Center for Transportation Research and Education (CTRE)
Office of Environmental Health and Safety
Human-Computer Interaction (HCI) Program/ Virtual Reality Applications Center
Institute for Food Safety and Food Security (IFSS)
Institute for the Study of Science and Society (ISS)
Interdisciplinary Graduate Studies Program (IGS)
Iowa Beef Center
Iowa Center for Agricultural Safety and Health
Iowa Pork Industry Center
Leopold Center for Sustainable Agriculture
North Central Regional Center for Rural Development (NCRCRD)
Office of Risk Management
Rhetoric and Professional Communication, Department of English
Seed Science Center
Technology and Social Change Program
Veterinary Diagnostic Laboratory
Women's Studies Program

f. Does the proposing institution have personnel, facilities, and equipment adequate to establish and maintain a high quality program?

Faculty

In terms of faculty strength, the School is now primed and well positioned to offer the doctoral degree. In 2003-2008, ten assistant professors were hired, including one with a joint appointment in Human-Computer Interaction (HCI). In addition, two assistant professors with expertise in public relations and journalism are expected to be part of the faculty in 2009. All of these hires have expertise in the application of their field's theoretical and conceptual frameworks in the communication of science, technology, and risk. This will bring the total graduate faculty contingent to 21 by AY 2009-2010.

A new University policy that has allowed lecturers to be hired for up to three years or on a course-by-course basis provided the leeway to hire highly qualified professionals to teach critical skills courses, and enabled the graduate faculty to conduct more scholarly activities.

Specifically for the doctoral program, the Greenlee School capitalizes on existing faculty strengths in the communication of science, technology, and risk, the design and deployment of communication strategies related to scientific and technological issues, the impact of science and technology on peoples and societies, international technology

transfer, and strategic communication (i.e., branding, consumer perception, affective aspects of risk), and law and ethics. Table 3 lists the School's 2008-2009 graduate faculty contingent. Representative examples of their work within the science, technology, and risk domain are listed in Appendix C.

Table 3. Greenlee School graduate faculty and areas of specialization, 2008-2009

	Name	Rank	Degree	Specialization
1	Abbott, Eric	Professor	Ph.D.	Science and risk communication, technology and social change, international and development communication
2	Beell, Thomas	Professor	A.B.D.	Media management, electronic media studies
3	Blevins, Jeffrey	Assistant professor	Ph.D.	Communication technology policy, law and ethics
4	Bugeja, Michael	Professor	Ph.D.	Science and risk communication, interpersonal and computer-mediated communication, communication technologies, ethics
5	Bulla, David	Assistant professor	Ph.D.	Communication/Media history, media performance, journalism
6	Chamberlin, Dennis	Assistant professor	M.F.A	Visual communication, communication sociology
7	Dahlstrom, Michael	Assistant professor	Ph.D.	Science and risk communication, journalism
8	Dimitrova, Daniela	Assistant professor	Ph.D.	Impacts of electronic and new media technologies, public and media framing of risk-filled and controversial events
9	Geske, Joel	Associate professor	Ph.D.	Impacts of communication technologies on the psychophysiological processing of information
10	Groshek, Jacob	Assistant professor	Ph.D.	Visual communication, international impacts of communication technologies
11	Harms, Chad	Assistant professor	Ph.D.	Human-computer interaction, preventing risks associated with Internet predators, interpersonal communication
12	Lee, Suman	Assistant professor	Ph.D.	Public relations, crisis communication, international and intercultural communication
13	Mack, Barbara	Associate professor	J.D.	Science and risk communication, law and ethics
14	Newell, Jay	Assistant professor	Ph.D.	Impacts of media saturation on individuals and society, advertising, strategic

				communication
15	Peterson, Jane	Professor	Ph.D.	Science and risk communication, media coverage of risk-filled science issues, public relations
16	Prior-Miller, Marcia	Associate professor	A.B.D.	Magazine journalism, media sociology
17	Rodriguez, Lulu	Associate professor	Ph.D.	Science and risk communication, visual communication
18	Sar, Sela	Assistant professor	Ph.D.	Effects of mood on public response to science and risk communication messages, advertising, strategic communication, social marketing
19	Smith, Kim	Professor	Ph.D.	Political communication, mass media effects

Note: Members of the graduate faculty without the Ph.D. or its equivalent may serve as members of doctoral program of study committees, but will not chair those committees.

The Greenlee School faculty is already heavily involved in both teaching and scholarly activities relating to science, technology, and risk communication. Scholarly involvement in various aspects of science, technology, and risk communication can be divided into five main areas:

1. *Research concerning the communication of science, technology, and risk about agriculture, including bioterrorism, genetically engineered foods, food irradiation, and other food safety and health concerns.* Professors actively doing research in this area include Lulu Rodriguez (who has a half-time appointment with BIGMAP), Eric Abbott (who coordinates the University's Technology and Social Change Program), Suman Lee (who examines the public relations aspect of science technology and risk), and Sela Sar (who investigates risk communication in international health advertising campaigns);

2. *Research concerning science, technology, and risks associated with new communication technologies such as iPods, cell phones, computers and the Internet, etc.* Michael Bugeja and Jay Newell are investigating the cumulative adverse effects of a media-saturated society to such an extent that face-to-face personal communication has become a rarity. Chad Harms is exploring a specific risk-filled use of the Internet for children—exposure to predators who are using the Internet to make contact;

3. *Research concerning mass media performance in the coverage of science, technology, and risk communication topics.* David Bulla has looked at linkages between mass media coverage and societal violence toward women. Daniela Dimitrova is now a leading name in the examination of mass media coverage of risks associated with war in Europe and the United States. Dennis Chamberlin is studying the portrayals of risk and technological confrontation embedded in photographic coverage of the Soviet Union. Jeff Blevins studies the regulatory issues surrounding the broadcast industry's portrayal of risk topics;

4. *Research concerning the science, technology, and physiology of how the human brain processes information received from different mediated sources such as TV, print, and the Internet.* This basic scientific research focus will contribute directly toward understanding the relationships among media technologies, brain functioning, and public attention to and understanding of mediated content. Joel Geske is leading the research efforts in this area;

5. *Research concerning ethical practices associated with businesses, governments, mass media and others relating to communication about science, technology, and risk issues.* Michael Bugeja, David Saldana, and Barbara Mack have taught graduate seminars focusing on these ethical issues. Bugeja has published widely on ethical issues relating to the mass media's portrayal of science and technology issues.

About our faculty's scholarship productivity, the 2007 External Review Team reports:

The School has progressively strengthened its research activity over the past five years, as evidenced by faculty vita and documented self-study reports of refereed publications, academic conference papers and the like. The scholarly output of the School over this period surpasses that of some larger journalism units across the country that include Ph.D. programs. Also impressive is the number of graduate student manuscript authors, both as senior and secondary authors. The scholarly records of the most recently hired assistant professors bode well. The scope of research indicates a strategic clarity of expertise and focus on such cutting-edge areas as new media technologies and science, technology, and risk communication.

This record of scholarly activity is well in keeping with the mission of a Carnegie Research-Intensive university. It is on a par with many of the most recognized research-oriented journalism programs nationally. The record of extramural funding is equally impressive. Much but not all of this funding appears to result from entrepreneurial efforts of key faculty to maximize interdisciplinary linkages with other strong units on campus, especially in such areas as biosafety, genetically modified crops, agronomy, and international agricultural and natural resources development. Leaders of such programs highly praised the contributions of School faculty to their research efforts. Equal praise came from colleagues in such allied social science fields as sociology.

As the External Review Team noted, the growth in science, technology, and risk scholarship in the Greenlee School was accompanied by a corresponding rise in grants secured. Since 1992, the School received over \$3.1 million from 73 external and internal grants. Except for dips experienced in 2000 and 2005, this growth has been steady over time. On average, the Greenlee faculty scores five grants (about \$210,000) per year. Some examples:

1. Enabling graduate learning in risk analysis with emphasis on food, agriculture

and veterinary medicine. \$150,000 from the USDA Higher Education Challenge Grants Program. Principal Investigators: Jeff Wolt (Agronomy), Lulu Rodriguez, Scott Hurd (Veterinary Medicine), Annette O'Connor (Veterinary Medicine), Helen Jensen (Agricultural Economics);

2. A content analysis comparing the coverage of genetically modified organisms in Europe and the United States. \$5,500 from the ISU Institute of Science and Society. Principal investigator: Eric Abbott;

3. Graduate assistantship support for science communication. \$20,000 from the Consortium of Science and Society. Principal investigator: Michael Bugeja;

4. Characterization and prediction of public attitudes toward bioterrorism. \$30,000 from the ISU Institute of Science and Society. Principal investigators: Douglas Gentile (Psychology), Suman Lee, Lulu Rodriguez; Co-investigators: Jane Peterson and Peter Sherman (Aerospace Engineering);

5. "This is a product from GMOs": The impact of risk communication on the public's perception of food products labeled as containing genetically enhanced ingredients. \$5,000 from the Institute of Science and Society's Fall 2003 Small Grant Competition. Principal investigators: Lulu Rodriguez and Joo Young Kim;

6. A market test of irradiated meat. \$119,000 for two years (1999-2000) from the USDA Cooperative State Research, Education, and Extension Service. Principal investigators: Eric Abbott, Lulu Rodriguez, Stephen Sapp (Rural Sociology);

7. An evaluation program for the Partnership for a Drug-Free Iowa. \$15,000 for one year (November 1999-November 2000) from the Partnership for a Drug-Free Iowa. Principal investigator: Lulu Rodriguez;

8. Communicating highway safety: What works. \$10,000 for one year (June 2001-June 2002) from the Iowa Highway Safety Management System and the Center for Transportation Research and Education. Principal investigator: Lulu Rodriguez;

9. Safety, quality and sustainability of small-farm production of apples and cider. \$16,000 in research assistant support from the USDA. Principal investigators: Bonita Glatz, Cheryl Reitmeir and Lester Wilson (Food Science and Human Nutrition). Collaborators: Jane Peterson, Lulu Rodriguez, Andy Zehr;

Our visibility in the field is also enhanced by the active participation of our graduate students in the leading conventions and conferences of the discipline. Appendix D lists the most recent examples of their science, technology, and risk communication research productivity.

Effects of New Courses on the Work Load of Present Staff

The Greenlee School is in the process of streamlining its curriculum for the two

undergraduate majors it offers as part of LAS's New Horizon's Initiative. This streamlining operationally involves an intensive review of the syllabi of existing courses to reflect the professional practices of the converging media, the elimination of redundant courses, and the building of flexibility to keep pace with industry demands for specialized expertise. This streamlining process aims to free at least two FTEs to teach in the graduate program.

The School director has initiated steps to balance the number of graduate research assistants (now made up exclusively of master's students) with more teaching assistants to reduce general faculty teaching assignments from 3-2 to 2-2.

The doctoral program is expected to attract teaching and research assistants on a sustained basis. The continuous supply of trained graduate assistants will considerably reduce the faculty's heavy undergraduate teaching load, encourage new initiatives in undergraduate teaching and learning, and boost the quality of research and other scholarly projects even at the undergraduate level.

The program also proposes only two new course offerings at the outset, in addition to modifications to already existing courses.

Doctoral students will require close mentoring. However, this close collaboration often results in joint-authored convention papers and journal articles, a factor that is highly advantageous for students searching for their first academic job.

Research Facilities

The School has facilities and equipment in sufficient quantity and quality to carry out the educational objectives of the proposed doctoral program. Major and significant changes in equipment and facilities have taken place over the past five years. For one, Hamilton Hall has undergone a \$2 million renovation. This renovation plan included re-designed space for graduate students, research and other scholarly activities.

Building renovation. The first floor now houses the Reading Room, student interaction area, seminar space, the student services office and a newly renovated lecture room with a 95-student capacity. All faculty offices were also remodeled. Three conference areas are now ready for use, and two state-of-the-art classrooms were built on the ground floor.

Graduate and research space. Part of this renovation included the creation of a Graduate Hub, constructed in Room 04 Hamilton Hall, equipped with computer workstations with word processing, spreadsheet analysis, data presentation, graphic design, data storage and retrieval, and statistical analysis capabilities. The Grad Hub has printing facilities exclusive for graduate students' use.

The Graduate Hub is also the School's focal research area. Today, it has (1) two focus group rooms, one that seats ten and another that can accommodate smaller group sizes (about four to six participants); (2) a physiometric testing laboratory with the ability

to measure brain wave reactions, heart rate, and galvanic skin responses to communication stimuli; (3) two private offices for grant development, writing and administration; (4) a survey research space; and (5) a reception area.

Computer support. The School has three computer labs for general teaching purposes and another for “drop-in” use. Each of the teaching labs has 18 computers and an instructor station; the third lab has dual processing capability to handle more intense graphic needs. The School’s computing software array follows industry and discipline standards: Microsoft Office (Word, Excel, PowerPoint), Adobe Creative Suite (Photoshop, In-Design, Illustrator), video editing suites (Final Cut Pro, Adobe Premiere), statistical packages (SPSS and JMP). The School has fared well through the years in maintaining these equipment at high levels.

Monitoring and maintaining the computer labs are accomplished by Jason Dekangga, chief systems support specialist, who oversees a team of assistants who monitor these labs from 8:00 am to 9:00 pm during the weekdays (8:00 am-10:00 pm during dead week and finals week) and 1:00 to 6:00 pm on Saturdays and Sundays. The School’s students and faculty members have continuously enjoyed first-rate computer services from this team.

Library facilities. The School is well positioned to offer a Ph.D. program in science, technology, and risk communication because of its available library expertise and resources. In addition to the communication-related resources at Parks Library, the Greenlee School supports its own Reading Room and information support specialist.

The Library employs subject specialists who are prepared to acquire and manage resources, and train and guide graduate students in their research. Jane Fryer is the Parks Library bibliographer for journalism and communications. The Library already provides monographs, journals and databases supporting a program in science, technology, and risk communication. For example, it owns: 96 titles with the subject classification “communication in science,” 117 titles in “communication of technical information,” 15 titles in “risk communication,” 118 in “health risk assessment,” 23 titles in “communication in medicine,” and 140 titles in “risk assessment.”

Parks Library subscribes to such journals as the *Journal of Communication*, *Science and Communication*, *Journal of Science Communication*, *Progress in the Communication Sciences* (1979-2001), *Public Understanding of Science and Technology*, *Public Opinion Research*, and *Journalism and Mass Communication Quarterly*. The School also has access to such periodicals as *Health Communication* (Parks Library has 1995-1999) and the *Journal of Health Communication*.

The School has access to the following widely used databases for communication research: ABI Inform, Communication Abstracts, Current Contents, EBSCO Host Academic Search Elite, Expanded Academic ASAP, Information Science and Technology Abstracts, LexisNexis Academic, Medline, PsychInfo, Science Citation Index, Scirus, Social Science Index, and Sociological Abstracts. The School intends to

pursue access to such databases as ComIndex, Communication and Mass Media Complete, and Health and Safety Science Abstracts.

One of the goals of Hamilton Hall's remodeling was to make the Reading Room the heart of the building. It is a 1,800-square-foot facility, featuring 11 public computers, wireless Internet access, an audio-visual viewing room and group study room. It is staffed by a full time information support specialist, Sheng Ly, and two graduate assistants. To maintain and expand its collection, the Reading Room has an annual budget of \$15,000.

The Greenlee School is one of 15 journalism and mass communication programs accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) with its own in-house library (Reakes and Semonche, 2006). This select group includes programs at the Universities of Florida, Iowa, Illinois, Indiana, Minnesota, Missouri and North Carolina. In fact, six of the top 15 journalism schools ranked by *US News & World Report* in 1996, and eight of the top 20 programs ranked by the *Gourman Report* in 1998, have specialized on-site libraries.

g. How does student demand for the proposed program justify its development?

The impetus behind this proposal originated from multi-party stakeholder inputs, which led to the School's Strategic Plan. Ongoing discussions by interested faculty, administrators, students, and external advisors at ISU were facilitated through the School's Advisory Council, a consultative group of alumni and benefactors. These discussions identified science, technology, and risk communication as a key need for addressing public questions regarding the safety of our nation's food supply, national and community responses to and preparedness for terrorist attacks, state leadership in the creation of a bioeconomy, and maintaining the state's prominence as an agriculture powerhouse.

The inclusion of the program in our Strategic Plan has generated inquiries from across the country and across the globe. Faculty reputation as established by their expertise in the field, and the quality of our master's graduates are our best recruitment devices. We intend to seek the support of the Graduate College in recruiting students, especially those from minority and under-represented groups.

The numbers of students this program will attract are estimated in Number 4. This includes students who have already received master's degrees in journalism and mass communication and in the scientific and technical fields for whom communication is expected to be an important responsibility. Graduate students from diverse fields (including those majoring in chemistry, food science and human nutrition, sustainable agriculture, urban and regional planning, textiles and clothing, accounting and finance, among others) are already present in our master's program. We also elaborate on student demand for a more focused doctoral program in Number 2.

Our proposal is now known to the network of research and academic institutions that

attend the discipline's premiere conventions and conferences, and inquiries concerning this proposal are already coming in. Our science, technology, and risk communication capability at the master's level is already recognized especially by our peer institutions. This is evidenced by the fact that the faculty of other journalism and mass communication units nationwide often refer graduate students who have science, technology, and risk communication inclinations to our program.

2. DESCRIBE THE STATE AND/OR NATIONAL WORKFORCE NEED AND/OR DEMAND FOR GRADUATES OF THE PROPOSED PROGRAM CURRENTLY AND IN THE NEAR FUTURE.

Today, the United States faces challenges that have strong scientific and technological underpinnings. This is perhaps why the current demand for specialists in science, technology, and risk communication with doctoral training far outstrips the supply. Based on specialized employment opportunity websites and databases (i.e., the job boards of the premiere scholarly and professional organizations in the communication field, USAJobs, and Communication Initiatives), these opportunities can be categorized into four major areas: academic, government (federal, state, local), international and non-governmental, and private. Table 4 lists a frequency count of these employment opportunities over the last two years.

Appendix E lists the academic job opportunities for doctoral graduates with science, technology, and risk communication training across the nation. Appendix F catalogs the government job opportunities for doctoral graduates with this specialization at the federal and state levels (2007). The job opportunities for doctoral program graduates in this field within the private sector (2007) are detailed in Appendix G. Appendix H outlines the job opportunities of doctoral graduates with this specialization within international, non-governmental and mostly non-profit organizations (2007).

Table 4. Employment opportunities for graduates with doctoral training in the communication of science, technology, and risk

Job category	Examples of positions available	Count
Academic	Assistant, associate, full professors; post-doctoral fellows; science and technology communication chair holders, heads of communication research centers, professional/scientific staff members with science, technology, and risk communication responsibilities	2006: 18 2007: 40
Government (federal, state, local)	Chief information officers, science and technology communication advisors, strategic communication managers, risk communication coordinators, communication and training supervisors and specialists, public affairs directors, supervisors and specialists, research analysts	18
International and non-	Regional reporting and information officers,	10

governmental	strategic communication directors, communication directors, coordinators and specialists, policy advisers, media liaison specialists, senior science and technology writers/editors	
Private	Senior communication analysts, researchers, scientific communication managers, communication specialists, account directors, senior science and technology communication managers, senior science and technology editors/writers	8

3. LIST ALL OTHER PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER EDUCATION IN IOWA CURRENTLY OPERATING PROGRAMS SIMILAR TO THE PROPOSED NEW DEGREE PROGRAM. IF THE SAME OR SIMILAR PROGRAM EXISTS AT ANOTHER PUBLIC OR PRIVATE INSTITUTION OF HIGHER EDUCATION IN IOWA, RESPOND TO THE FOLLOWING QUESTIONS:

a. Could the other institution reasonably accommodate the need for the new program through expansion? Through collaboration?

Among the Iowa Regents universities, the University of Northern Iowa does not have a graduate program in any field of communication. The University of Iowa offers a general doctoral program in mass communication. Iowa State University has a doctoral program in rhetoric and professional communication.

Rhetoric and professional communication, Department of English, ISU. The Ph.D. in rhetoric and professional communication focuses on “the theory and practice of rhetoric and written communication in professional communities such as worksites, disciplines such as science, and social groups” (ISU Department of English website, 2007). To fulfill the degree requirements for the RPC doctorate, students “take courses in rhetorical theory, writing and analyzing professional documents, the history of rhetoric, research methodologies, and pedagogy...The degree qualifies graduates for academic positions in *rhetoric* and in *business* and *technical* communication as well as for work in the private sector as *professional writing specialists*, editors, and communications production managers” (ISU Department of English, 2007).

Under the current National Research Council (NRC) taxonomy, this [the RPC Ph.D.] program falls under the broad category of “Arts and Humanities,” under the field “English Language and Literature,” and the subfield “Rhetoric, Composition, and Technical Writing.” The RPC Ph.D. currently falls under the IPEDS CIP code of 23.1001 *Speech and Rhetorical Studies*

RPC is rooted in the study of business and technical communication, which began in the 1920s. It focuses on the rhetoric of professional communities and addresses the need for communication expertise within and business, technical, and scientific communities (ISU Department of English, 2007). It uses a mix of humanistic and social

scientific methods, both qualitative and quantitative.

This program is considerably different from the primarily quantitative social science-based doctoral proposal of the Greenlee School in terms of theoretical origins, pedagogical goals, approach to inquiry, and the outcomes sought for program graduates. The Greenlee School research agenda looks at communication in the mass media, an approach to scientific inquiry that traces its roots to the study of media effects—specifically those of propaganda techniques—that began during the world wars. While the RPC program does include risk communication as a component, the Greenlee School doctoral proposal sees science, technology, and risk communication as the pivotal thrust of its proposed doctoral program.

The proposed doctoral program envisions career paths for its graduates different from those of RPC graduates (though the titles of the career paths may be similar or identical: e.g., communication and training supervisors, specialists, directors, coordinators, officers or strategists). RPC graduates are preparing for careers in academic, commercial, governmental, and non-profit sectors that focus on *business and technical communication* within and among organizations and communities. In contrast, graduates in the proposed doctoral program are preparing for careers in all these sectors that focus on *mass communication and the mass media*.

As the job announcements assembled in Appendices E to H indicate, there are four major areas where our graduates are likely to land: (1) academic (as faculty members, heads of communication research centers, post-doctoral fellows, or professional/scientific staff members with science, technology, and risk communication responsibilities); (2) state and federal government (as chief information officers, science and technology communication advisors, strategic communication managers, risk communication coordinators, communication and training supervisors and specialists, public affairs directors, supervisors and specialists, research analysts); professional-media (as managers, news directors and reporters for TV, newspapers, magazines, the Web); (3) international and non-governmental (as strategic communication directors, coordinators and specialists, policy advisers, media liaison specialists, communication officers and strategists for the United Nations network of agencies, etc.); and (4) the private sector (as senior communication analysts, researchers, scientific communication managers, communication specialists, account directors, senior science, technology, and risk communication managers). Although these positions may entail writing and reporting about science, technology, and risk (including crisis communications), writing is but one component of a list of their potential responsibilities.

Using the NRC taxonomy, our proposed program falls under the broad category of “Social and Behavioral Sciences” under the “Communication” field. The program will have the IPEDS CIP code of 09.0102 Mass Communication/Media Studies.

In a meeting on October 16, 2006, the School’s Graduate Steering Committee and the RPC faculty have identified that English 621 (Rhetoric of Science) may be included as a theory-oriented course our doctoral students can take as part of the core curriculum.

Previous and ongoing communications between the School director and the chair of the English Department have also identified potential areas of research collaboration. We expect that RPC graduate students may also select courses from the Greenlee School program.

The mass communication doctoral program, School of Journalism and Mass Communication, University of Iowa. The University of Iowa's program is one that can be considered a "generic" doctoral program. It has "a long-standing tradition of *qualitative* inquiry in which students explore historical, legal, new media, and international aspects of media communication from *cultural and critical perspectives*" (UI School of Journalism and Mass Communication, 2005). This emphasis is evidenced by the dissertation and research output of its students and faculty, an overwhelming proportion of which deals with feminist and critical-cultural studies. Iowa State's proposed program is different because it will be more quantitative compared to Iowa's more qualitative bent. Iowa and Iowa State's programs may intersect, however, in the area of health communication, which has been identified by the Graduate Steering Committees of both Schools as a potential area of research and teaching collaboration.

b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.

The director of the Greenlee School first consulted with Pam Creedon, former director of the School of Journalism and Mass Communication at the University of Iowa regarding this proposal. Julie Andsager, current director of graduate programs, thinks there are open areas of collaboration between the two units, including media framing of health information, effects of message construction, and audience interpretation of health-related messages. Marc Armstrong, the School's interim director, has invited the Greenlee School for a dialogue with the graduate faculty. An informal research summit held February 23, 2008 on campus began this series of dialogues with the University of Iowa regarding how we can collaborate on graduate-level programs. The journalism and mass communication faculty, meeting last fall, found the proposal to be distinct from their own, and will attract a different group of students. The University of Iowa has found no overlap in the two programs and has indicated support for the ISU proposal.

The dean of LAS and director of the School have also consulted with the University of Northern Iowa communication programs. Reinhold Bubser, UNI dean of Liberal Arts and Sciences, in consultation with interim provost James Lubker and department head of communication studies John Fritch, has written a letter posing no objections and raising no concerns to any part of the program proposal. UNI has also expressed its support of the proposed ISU program.

c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study?

We aim to explore with the University of Iowa's School of Journalism and Mass Communication the possibility of expanding the role of health communication research in support of the research and public service functions of their College of Medicine and College of Public Health. Collaborating with the University of Iowa can enlarge the application of science, technology, and risk communication theories to the health sciences.

4. ESTIMATE THE NUMBER OF STUDENTS PROJECTED TO BE ENROLLED DURING THE FIRST SEVEN YEARS OF THE PROGRAM.

a. Undergraduate. None

b. Graduate

The numbers of students projected to be enrolled in this program during the first seven years are estimated below. These figures were arrived at based on the interests demonstrated by current master's students in journalism and mass communication, as well as doctoral students from the physical and biological sciences interested in the communication dimension of what they do. These conservative estimates were also based on doctoral enrollment levels in existing Ph.D.-granting institutions nationwide.

Graduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Those with master's degrees	3	6	9	6	9	12	12
Those without master's degrees	1	2	3	4	5	5	5

c. What are the anticipated sources of these students?

Students for this doctoral program are expected to come from those currently enrolled in ISU's journalism and mass communication master's program, students with master's degrees in the natural, physical and biological sciences who wish to sharpen the communication focus of their careers, students from states whose populations derive their livelihood substantially from agriculture and the environment, students from states that have identified the biosciences as a foundation for economic development, and students across the country who intend to participate actively in the shaping of science, technology, and risk policy. Historically, the Greenlee School has also attracted international applicants to our master's program who have expressed their desire to pursue a communication doctorate without having to move to a different institution. The Ph.D. program, therefore, will capitalize on the momentum and the reputation we have already established as the source of first-rate doctoral graduate students.

About student demand and placement, the School's 2007 External Review team analyzed the following questions:

1. **Can the program recruit students?** Given the tightly focused intellectual content of the program proposal and the demand in both the academy and the professional and corporate world for employees intellectually equipped to do research, plus Iowa State's almost unique advantages in this area, team members believe recruiting high-caliber doctoral students could be successful. Some of the master's students the team spoke with indicated a willingness to pursue the doctorate, should Iowa State develop a program. Successful recruiting at the doctoral level (team members point out that this is a national concern in many disciplines) will depend to some extent on stipends, etc. These questions are addressed later in the report.
2. **Can graduates be placed?** Perhaps the fastest growing academic field in journalism and mass communication is health communication—a post someone with academic training in science, technology, and risk communication would be well qualified for. In addition, many government agencies and non-governmental organizations (NGOs) seek help with evaluation research—usually done by Ph.D.s. The continuing and growing demand in these two placement areas suggests that graduates of an Iowa State science, technology, and risk communication doctorate could find employment.

5. IF THERE ARE PLANS TO OFFER THE PROGRAM AWAY FROM THE CAMPUS, BRIEFLY DESCRIBE THESE PLANS, INCLUDING POTENTIAL SITES AND POSSIBLE METHODS OF DELIVERY INSTRUCTION.

There are no plans to offer the program away from campus.

6. HAS THE PROPOSED PROGRAM BEEN REVIEWED AND APPROVED BY THE APPROPRIATE CAMPUS COMMITTEES AND AUTHORITIES? LIST THEM.

This official application for a doctoral program was unanimously approved by the Greenlee School faculty in a special session on February 17, 2006, and by the Greenlee School Advisory Council on April 12, 2006. Letters of endorsement by the School's director and the director of the Biosafety Institute for Genetically Modified Agricultural Products (a partner program) accompany this proposal.

The LAS Curriculum Committee approved this proposal on March 7, 2008.

7. LIST THE DATE THE PROGRAM PROPOSAL WAS SUBMITTED TO THE IOWA COORDINATING COUNCIL FOR POST HIGH SCHOOL EDUCATION (ICCPHSE) AND THE RESULTS OF LISTSERV REVIEW.

Reactions from the ICCPHSE will be solicited after University review of this proposal.

8. WILL THE PROPOSED PROGRAM APPLY FOR ACCREDITATION? WHEN?

There are no existing accreditation bodies for research-oriented graduate programs in journalism and mass communication. Therefore, the program will not apply for accreditation.

9. WILL ARTICULATION AGREEMENTS BE DEVELOPED FOR THE PROPOSED PROGRAM? WITH WHOM?

No articulation agreement will be developed for this proposed program.

10. DESCRIBE THE FACULTY, FACILITIES, AND EQUIPMENT THAT WILL BE REQUIRED FOR THE PROPOSED PROGRAM.

There are no identified minimal national standards, but the resources for the proposed doctoral program compare favorably with the requirements of the existing 42 Ph.D.-granting institutions in mass communication (Appendix B). The specified requirements also satisfy the Carnegie Foundation (2000) standards for Doctoral/Research University-Intensive Institutes. These educational institutions typically offer a wide range of baccalaureate programs and committed to graduate education through the doctorate. Such universities confer 50 or more doctoral degrees per year across at least 15 disciplines.

As described in Number 1F, the faculty, facilities and equipment requirements for this program are already in place.

11. FROM WHERE WILL THE FINANCIAL RESOURCES FOR THE PROPOSED PROGRAM COME? (LIST ALL THAT APPLY)

The financial resources for the program will be derived from the sources outlined in Table 5. Our budget reflects the philosophy and commitment that the School will not build the doctoral program on the back of our nationally recognized undergraduate programs.

The faculty position exclusive to science, technology, and risk communication has a joint appointment with BIGMAP. This partnership is already in place, with BIGMAP buying out one-half of a Greenlee professorship for a full FTE. As the table indicates, the School is able to fund another faculty line based on a cost-sharing agreement with BIGMAP and already existing LAS allocations.

Today, the School has only three secretaries who support 21 faculty members and five

lecturers. Because of this and the minimum administrative support requirements enunciated by the Graduate College, there is a need for a secretary dedicated to the graduate program and in assisting graduate faculty in grant-writing efforts. Our External Review Team also identified this need.

Two doctoral fellowships per year will be assigned to teach an undergraduate course every semester. They are expected to replace short-term lecturers hired on an ad hoc basis especially for skills-intensive courses. Two graduate fellowships per year will be assigned research duties. Graduate fellowship positions will be funded by re-allocating lecturer funds and through the Greenlee School Excellence Fund, which, at \$150,000, represents 7.5 percent of a \$2 million endowment in perpetuity.

Course development efforts will be funded from the USDA Higher Education Challenge grant which we have already secured. Greenlee School Excellence Funds will supplement this grant award.

The Graduate Hub has already been expanded to accommodate research needs and to provide space for graduate student offices. The costs of remodeling the Hamilton Hall basement where the research facilities are located included office furniture and supplies for doctoral students' offices.

Included in equipment and software are the survey, experimental, and focus group research hardware as well as other instructional and research software needs of students.

An allocation is also specified for travel to attend national and international conferences, and to serve as seed money for start-up research that can be leveraged in the development of external grants.

The School is also in the process of streamlining its undergraduate curriculum. Savings from this effort will be used to help defray doctoral program costs.

All evidence suggests we are ready to implement this program at the target date: Fall 2009. Our External Review Team concurs:

During conversations with faculty in the College of Agriculture and the Department of Sociology, team members learned that four three-hour courses—one in the sociology of science and three in the area of risk assessment and risk analysis—are currently being taught at the graduate level at Iowa State. These courses, with perhaps some addition from Iowa State's well-known bioethics program and statistics (taught across several disciplines), would make appropriate tools classes and outside cognate areas for a science, technology, and risk communication doctorate...The institution would be required to invest no new resources in this portion of a doctoral curriculum. In addition, the Greenlee School currently teaches both mass communication theory and methods at the graduate level. Any doctoral program would require such work; again, no new

resources would be needed. Of course, a new curriculum would have to be developed and balanced against the demands of the current master's and undergraduate programs. However, the School's successful attempts to streamline its undergraduate curriculum suggest that the process is freeing up some faculty resources, particularly among junior faculty who are eager to teach in any doctoral program. The team concludes, based on everything it can discover, that essential pieces of a doctoral program already exist at Iowa State and within the Greenlee School. Developing the remainder is certainly possible, particularly with the level of faculty enthusiasm both inside and outside the School for this attempt.

Table 5. Amount and sources of financial resources for the proposed program

Item	Amount (\$)	Source
1. One-half of a current associate professor position dedicated to science and technology and risk	37,000 per year	Biosafety Institute for Genetically Modified Agricultural Products (BIGMAP). This arrangement is already in place. This amount will be repositioned for a potential graduate faculty line (Item 2 below)
2. An assistant professor line	26,000 per year	This ½ FTE allocation from LAS is already in place.
3. Stipend, benefits, and tuition cost for two graduate teaching fellowships and one graduate research fellowship. (Teaching vs. research designation will depend on need.)	70,000 per year	Greenlee School supplemental funds for instruction. Currently, the School has \$70,000 slated for two lecturers on short-term contracts; this will be re-allocated to graduate teaching fellowships.
4. Secretarial support to the graduate program and grant-writing efforts	30,000 per year	To be requested from LAS and/or Provost's Office
3. Stipend, benefits, and tuition cost for one graduate research fellowship	24,000 per year	Greenlee School Excellence Fund (\$150,000 of a \$2 million endowment) in perpetuity.
5. Course development	50,000 one-time cost	External funding through already approved USDA Higher Education Challenge Grant; Greenlee School Excellence Fund
5. Building remodeling for research, including furniture and supplies for master's and doctoral students' use	70,000 one-time cost	Greenlee School building remodeling grant. This aspect has already been completed.
6. General expenses, including travel	5,500 per year	Greenlee School Excellence Fund
7. Computer use, equipment and software	2,000 per year	LASCAC computer support grants

12. ESTIMATE THE TOTAL COSTS/TOTAL NEW COSTS (INCREMENTAL INCREASES EACH YEAR IN EXPENDITURES) THAT WILL BE NECESSARY FOR THE NEXT SEVEN YEARS AS A RESULT OF THE NEW PROGRAM.

The estimated total costs/total new costs necessary to support the doctoral program for the next seven years are shown below:

Year	Total costs (\$)	Total new costs (\$)
Year 1	\$203,000	-
Year 2	\$134,100	\$32,000
Year 3	\$187,163	\$2,000
Year 4	\$141,278	\$2,000
Year 5	\$143,335	\$2,000
Year 6	\$145,575	\$2,000
Year 7	\$149,882	\$2,000

SUPPLEMENTAL MATERIALS

13. Program requirements, including:

a. Prerequisites for prospective students

The program requires a minimum of 72 graduate credits, or 42 graduate credits beyond a master's degree substantially equivalent to an M.A. or M.Sc. program in journalism and communication. Students who have majored in a technical field during their master's programs will also be considered but will be required to take course work in communication theory, communication research methods, and communication strategies. Experience with computer applications, including statistics, is desirable.

b. Language requirements

International students must submit a score of at least 550 on the paper-based TOEFL examination or a score of 230 on the electronic- or computer-based TOEFL, and a score of 80 on the Internet-based TOEFL.

c. Courses and seminars presently available for credit toward the program

1. JI MC 501, Theories of mass communication
2. JI MC 502, Communication research methods
3. JI MC 510, Strategies of communication
4. JI MC 520, Public relations theory and methods

5. JI MC 521, Theories of visual communication
6. JI MC 524, Public relations campaigns
7. JI MC 541, Contemporary magazine publishing
8. JI MC 547, Science and communication
9. JI MC 561, Media and society: Interrelationships
10. JI MC 560X Risk perception and communication
11. JI MC 574, Communication technologies and social change
12. JI MC 576, World communication systems
13. JI MC 598, Seminars in mass communication whose topics change every semester based on identified need and student demand.

d. Proposed new courses or modifications of existing courses

Two new courses will be developed to meet the program requirements stated above. These are:

1. *JI MC 601. Advanced communication theory.* 3 cr. Prereq: JI MC 501 or its equivalent. Theory and research on the use of mass communication and effects of mass communication. Topics include choice, selection and functions of mass media use, attention and cognitive processing, information effects, persuasion and emotion/involvement, and social and behavioral effects. In addition, the course will emphasize the broader issues of assumptions and methods in the construction and evaluation of communication theory. Students will gain an idea of the issues and sources in each area, along with tools for further papers and research. The emphasis will always be on the search for explanation, as opposed to simply description.

2. *JI MC 602: Advanced communication research methods.* 3 cr. Prereq: JI MC 501 and 502 or their equivalents, Stat 401. Course in research methodology designed to assist students to design research, analyze and interpret evidence, and develop a deeper appreciation of research strategies.

The following existing courses also will be modified to serve the doctoral requirements:

1. *JI MC 547: Science communication.* 3 cr. This course is currently dual-listed as JI MC 347/547. An exclusive graduate-level offering of this course will focus on theoretical viewpoints and empirical studies of communicating scientific and technical information to various audiences. It also covers issues that journalists and other information officers and practitioners face when communicating about science, health, and the environment. The course will also explore the function and role of the mass media in the coverage of science and technology, with attention to communication theory and constraints placed on coverage by the media. In addition, students will discuss how the press covers significant science and technology policy issues and how that coverage affects subsequent public policy.

2. *Jl MC 598H: Law and ethics in communicating science, technology, and risk.* 3 cr. Freedom of speech and press with particular emphasis on major legal issues confronting media practitioners as they handle science, technology, and risk-related stories; introduction to such areas of law as censorship, libel, invasion of privacy, access to information, regulation of electronic media and commercial speech.

e. Thesis and non-thesis options in master's programs

Not applicable for this proposal.

f. Implications for related areas within the university

Please see Number 1 (b and c).

g. Admissions standards for graduate programs

We expect to attract to the program students who may belong under any three of the following categories:

1. Students with master's degrees in journalism and mass communication;
4. Students with master's degrees in fields other than journalism and mass communication;
5. Students with bachelor's degrees (in communication or other fields). This track is intended for outstanding students who can be admitted directly from a bachelor's program. These students would pursue a five-year program of study leading to the Ph.D. without the master's degree. Students in this category who perform poorly on prelims will be given an opportunity to earn a terminal master's degree.

All applicants must meet the following admission standards:

1. A 3.0 graduate grade-point average;
2. An official GRE score on the verbal, quantitative and analytical sections of the exam. (No minimum score is required on the GRE).

In addition, applicants must provide:

1. A statement in which the applicant describes his/her objectives in pursuing the doctoral degree, career goals, and research interests;

2. A resume that provides a summary of the applicant's academic and employment history, honors and publications;

3. Three letters of recommendation that attest to the applicant's aptitude for study at the graduate level;

4. Examples of scholarly work.

Those with limited backgrounds in journalism and mass communication but with good academic records will be admitted on a provisional basis.

14. Attach to the program proposal memos from the department chair(s), the college dean(s), and other appropriate persons, agreeing to the allocation of new resources and/or the reallocation of resources as described in the Regents questions.

Our proposal received unanimous support from our Advisory Council, whose members represent some of the most accomplished media practitioners and most generous benefactors at ISU. We received additional encouragement from agricultural associations in Iowa and from different units and departments at ISU. External review teams as well as College- and Provost-level administrators affirmed the focus of our doctoral proposal, seeing it as complementing the institution's land-grant mission and strategic plan as well as enhancing our motto of "science with practice." We are adding "communication" to that motto so that constituents can better understand the scientific and technological issues of the day.

To fund this, the faculty worked closely with the School director and Dean Michael Whiteford in streamlining the curriculum. Specifically, the School eliminated intermediate courses and made its beginning and advanced ones more rigorous. It also only required a few core courses and allowed majors to pursue advising tracks in two degree programs, establishing an advising culture that helped retain students as faculty worked with them on plans of study across media platforms.

The tighter curricula allowed the faculty to amass research credentials while still maintaining the School's professional culture, serving the state. Its research productivity elevated our School to the top 15 programs out of 400-plus programs in its accrediting association. The School, with select others, already was the longest continuously accredited journalism program in the country; now its master's students are performing at Ph.D. level in refereed research competitions.

The School proposes a small cohort of five teaching fellows in the doctoral program who will teach three classes. Each will be on a fellowship (about \$20,000 per fellowship). Administrators plan to use \$70,000 from two temporary lectureships and add to that \$14,000-\$16,000 from the Greenlee Excellence Fund (an endowment that generates about \$90,000 a year in cash) with additional money from a benefactor in the form of

the Hsu fellowship to reach our \$100,000 total. We also will be able to deduct tuition scholarships on our cohort at the Ph.D. level. It should be noted that we are proposing a cohort of fellows that will remain stable. We will replace a fellow only when one graduates or leaves the program. They will teach a total of 15 courses each year. We may have more in our Ph.D. program than five at any one time, but they will not be fellows, and their appointments are contingent upon funding from other sources, such as external gifts or grants.

Finally, we feel we have justified this program because the School has brought in more than \$3 million in gifts in the past five years while streamlining curriculum, enhancing research and maintaining professional focus and land-grant traditions of service.

LETTER OF RESOURCE ALLOCATION

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

College of Liberal Arts and Sciences
Greenlee School of Journalism
and Communication
101 Hamilton Hall
Ames, Iowa 50011-1180
Phone: 515 281 4342
FAX: 515 294 3108

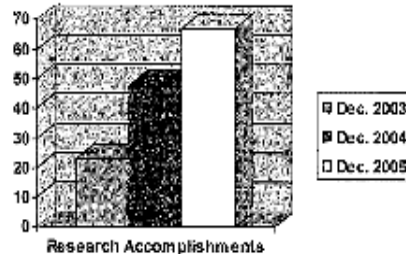
Letter of Approval from the Director of the Greenlee School for Submission of The Ph.D. Application in Science and Risk Communication

This letter represents official approval at the director's level to submit the Ph.D. application for science and risk communication, creating that program as part of the Greenlee School of Journalism and Communication at Iowa State University. I am writing, as well, to document that the Ph.D. application enjoys unanimous support in the School and that the faculty and administration have been preparing for this program since 2003 through:

- Course reductions from 3-2 teaching loads to 2-2 loads.
- Curricular streamlining to free up additional resources.
- Research productivity (publications, papers, presentations, etc.).
- Collaboration with other units and the College, adding one FTE at the associate professor level.
- Support from distinguished educators, administrators and organizations.
- A pending proposal to hire professors to teach skills in the undergraduate program, thus freeing up researchers named in the application to participate more at the graduate level, applying their expertise in areas associated with empirical research and science and risk communication.

Upon assuming the directorship in 2003-04, I learned that the faculty of the Greenlee School had unanimously approved the concept of a Ph.D. program in science and risk communication. At the time the normal course load was 3-2. In anticipation of a doctoral degree, my first goal was to reduce course loads for professors so that they could focus more on research. We are doing this through curricula streamlining. This year we achieved a 2-2 teaching load that also provides ample time for increased dissertation advising.

We also hired nine assistant professors in that interval, eight of whom were brought to ISU primarily because of their research acumen. Several are eager to contribute to an empirically based doctoral program. As a result, our research productivity has soared. Here are statistics from assessment files:



Part of that research productivity is based on collaborations across disciplines primarily with units in the social sciences (political science, computer science and psychology) and with the natural sciences (Biosafety Institute for Genetically Modified Agricultural Products).

In fact, collaborations with BIGMAP have led to a professorship in science and risk communication, with Director Manjit Misra offering us a half-time buyout and the College of Liberal Arts and Sciences matching that buyout to spearhead interdisciplinary efforts in this area. We plan to appoint Dr. Lulu Rodriguez to this position with a title of director of graduate education in science and risk communication, affirming our commitment.

Our file of support letters included in the Ph.D. application also documents that commitment. As you will see, collaborative endeavors and applied research have been effective in showcasing the readiness of the School to add a Ph.D. program in science and risk communication.

Our alumni and benefactors support the program, too, especially since we have assured them that this will not detract from our nationally ranked undergraduate degree programs. On numerous occasions, the Graduate Steering Committee has informed the faculty that the creation of this Ph.D. degree will not take away resources from undergraduate education, which constitutes the third largest program at ISU.

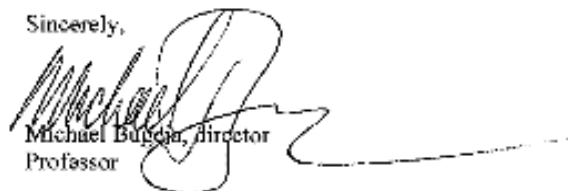
Even so, questions may arise about how we will go about balancing professional and research priorities. We are prepared to address such inquiries. In the past few years we have hired a cohort of research-oriented assistant professors, guided by such mentors and science communication scholars as Drs. Eric Abbott, Lulu Rodriguez and Jane Peterson. In sum, we have more than sufficient faculty on staff with expertise to contribute to a Ph.D. in science and risk communication.

To safeguard our commitment to undergraduate education, and to further assure key constituents, I have secured approval to search next year for three associate professorships using supplemental money from FTEs vacated by retired professors who taught undergraduate classes, for the most part. Later this semester I will ask the faculty of the Greenlee School to hire replacements for these retirees with sufficient research to merit tenure at ISU and with significant media experience and interest in teaching undergraduate skills courses. Of course these new hires also would be able to participate in the graduate program. But the objective here is to free up select research-oriented professors already on staff from teaching skills courses so that they can contribute more at the graduate level.

In closing I would like to discuss briefly the process that led to approval of this application by the faculty of the Greenlee School. Professors were given three weeks to review and revise the Ph.D. application. Only minor revisions were made. At our March faculty meeting, the application was approved unanimously. There is excitement about the program.

Finally, a Ph.D. program in science and risk communication opens up new venues and opportunities to fund-raise. The Greenlee School is in the top echelon of LAS in this respect, raising more than \$1.2 million since 2003, with more individual donors than all but two other units in this comprehensive college. We also receive benefactor support from such corporations as Monsanto, Meredith, Scripps Howard, Lee Enterprises and others. It is our intention to broaden our benefactor base by touting science and risk communication and dedicating donations, when appropriate, to the graduate program, especially in the area of fellowships.

Sincerely,



Michael Bullock, Director
Professor

cc: Dean Michael Whiteford, faculty and staff of the Greenlee School

15. **ATTACH TO THE PROGRAM PROPOSAL, LETTERS OF SUPPORT, RECOMMENDATIONS, AND STATEMENTS WHEN APPROPRIATE**

LETTER OF SUPPORT FROM THE UNIVERSITY OF IOWA



**COLLEGE OF
LIBERAL ARTS & SCIENCES**

Office of the Dean
240 Schaeffer Hall
Iowa City, Iowa 52242-3439
319-335-2611 Fax 319-335-2755
cls@uiowa.edu www.cls.uiowa.edu

April 4, 2008

Michael B. Whiteford, Dean
College of Liberal Arts & Sciences
202 Catt Hall
Iowa State University
Ames, IA 50011-1301
jefe@iastate.edu

Dear Mike:

I have consulted with my faculty in the School of Journalism & Mass Communication and it turns out early last fall at the first JMC faculty meeting (sometime around Sept 1), the faculty discussed this proposal. The general drift was that the programs were relatively distinct and that the kinds of students who would be attracted to one wouldn't be to the other. So, there was no substantial overlap in our programs and we are supportive of the proposal of your folks in the Greenlee School of Journalism and Communication. Hope this helps.

Sincerely,

Linda Maxson, Dean
LI Alumni Association Dean's Chair
in the Liberal Arts & Sciences

LETTER OF SUPPORT FROM THE UNIVERSITY OF NORTHERN IOWA

College of Humanities and Fine Arts
Office of the Dean



April 17, 2008

Michael B. Whiteford, Dean
College of Liberal Arts & Sciences
202 Catt Hall
Iowa State University
Ames, IA 50011-1301

RE: Ph.D. in Science, Technology, And Risk Communication

Dear Mike:

Regarding the proposed new Ph.D. program in Science, Technology, and Risk Communication, I have consulted with Interim Provost James Lubker and John Fritch, Department Head of Communication Studies.

There were no objections to any part of the proposed program and also no concerns were raised. From the consultation and feedback I received I have to conclude that we support the proposed Ph.D. program.

Kind regards,

A handwritten signature in cursive script, appearing to read "Reinhold K. Bubser".

Reinhold K. Bubser
Dean

LETTER OF SUPPORT FROM ALUMNI AND BENEFACTORS

DIANE & BOB GREENLEE
150 BRITTANY LANE
LAFAYETTE, COLORADO 80026
(303) 494-1037 / (303) 554-1328 FAX

March 23, 2008

Lulu Rodriguez
Associate Professor
214 Hamilton Hall
IOWA STATE UNIVERSITY
Ames, Iowa 50011

Dear Lulu:

Diane and I are thrilled to learn that the School is moving forward with its efforts to establish a PhD program.

We have been enthusiastic supporters of this important new program. It is entirely consistent with our long-term desire to see positive and forward-thinking flourish. As we understand it, this current effort is entirely consistent with Iowa State's BIGMAP goals.

We are willing to assist with this important effort in any way we can. Please keep us posted on the progress of your on-going quest.

We also offer you our sincere thanks for taking a leadership role in this important effort.

Best personal regards,



Bob Greenlee



Diane Greenlee

LETTER OF SUPPORT FROM THE IOWA COMMUNICATION INDUSTRY



Lulu Rodriguez
Associate Professor, Director of Graduate Education
214 Hamilton Hall
Iowa State University
Ames, Iowa 50011

March 22, 2006

Dear Lulu:

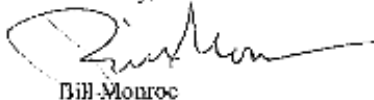
As chair of the Greenlee Advisory Council, I would like to express the council's wholehearted support for the Greenlee School's application for a Ph.D. program in science and risk communication. I appreciate the way you and Michael Bugeja have kept the council members informed about this initiative. And I find it noteworthy that our council members, professionals from all disciplines represented by the school, are unanimously in favor of taking this important step in the development of the school as one of the premiere schools of journalism in the nation.

The past several years have seen remarkable growth in the school. Enrollment, scholarship, student and faculty accomplishments are all on the upswing. The timing of adding a Ph.D program is both logical and justified.

The need for mass communication has never been greater than it is today. It will be even more important in the future that citizens of this country understand how science and technology impact their lives. They need to know the benefits and risks associated with new developments. Your proposal would place the Greenlee School in a position to make a significant contribution to Iowa State University, to the people of Iowa and the rest of the nation.

Best of luck in your endeavors.

Sincerely,



Bill Monroe

Executive Director

cc: Michael Bugeja

319 E. 5th Street • Des Moines, IA 50309-1931 • Bill Monroe, Executive Director
Phone (515) 244-2145 • FAX (515) 244-1855 • bmonroe@inaneews.com
www.INAnews.com • www.CNAads.com

LETTERS OF SUPPORT FROM AGRICULTURAL INDUSTRY GROUPS



March 31, 2006

Lulu Rodriguez, Associate Professor
Greenlee School of Journalism and Communication
Iowa State University
Hamilton Hall
Ames, IA 50011

Dear Dr. Rodriguez:

On behalf of the Iowa Corn Growers Association and Iowa Corn Promotion Board, I would like to endorse the establishment of a doctoral program in science and risk communication within the Greenlee School of Journalism and Communication.

Operating in the world of agriculture, we are acutely aware of the practical need for such a program. From long-established issues like pesticide use or naturally occurring toxins to new challenges like biotechnology, BSE, and avian flu, we see repeated instances in which the gap between science and human understanding creates alarm and even dangerously irrational choices.

We need more professionals capable of operating in this high-stakes arena. We believe a program at Greenlee to train those individuals would benefit many constituencies, from the students in the program and Iowa State itself to the broader interests of Iowa and U.S. agriculture, and ultimately the world's consumers. Further, we believe ISU is uniquely qualified to develop such a program.

Again, we strongly endorse such a program and hope that Iowa State University will see fit to implement it as promptly as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Craig A. Floss", written over a horizontal line.

Craig A. Floss
CEO

Cc: Dr. Bugeja

5505 NW 82nd Street, # 100 Phone (516) 225-8212
Johnston, IA, USA Fax (515) 225-0701
5031-2548 E-mail: corninfo@iowacorn.org
http://www.iowacorn.org



MISSOURI DAIRY ASSOCIATION

1954 Sumter Ridge Court • Chesterfield, Missouri 63017 • (636) 519-9300
Fax (636) 519-1403 • e-mail DairyMD@aol.com

April 4, 2006

Lulu Rodriguez
Associate Professor
Greenlee School of Journalism and Communication
Iowa State University
Hamilton Hall
Ames, Iowa 50011

Dear Professor Rodriguez:

I am delighted to hear of the effort to establish a Ph.D. in science and risk communication within the Greenlee School of Journalism and Communication at my alma mater. After reading the proposal, I fully support it and encourage its rapid adoption.

The agriculture industry has been a victim of bad public reactions to the products of research which have made them social issues as opposed to purely scientific ones. The continuing debate over biotechnology is the biggest example that comes to mind.

Biotechnology produced BST for the dairy industry but yet even today, some entities confuse the public with misinformation and unproven claims just to market their dairy products. Society can not advance without proven science based technology.

I view this proposal as an opportunity for future Iowa State students to be the leaders in changing public perception on science based research.

Thank you for your consideration of my support.

Sincerely yours,

A handwritten signature in black ink that reads "David R. Drennan".

David R. Drennan
Executive Director

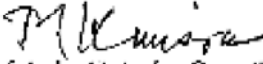
cc: Michael Bugeja

LETTERS OF SUPPORT FROM PROGRAMS AND DEPARTMENTS AT ISU

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Biosafety Institute for Genetically Modified
Agricultural Products (BIGMAP)
College of Agriculture
102A Seed Science Center
Ames, Iowa 50011-3248
Phone: 515 294-3597
FAX: 515 294-3014

To: Michael Bugeja
Director, Greenlee School of Journalism and Communication

From: Manjit Misra 
Director, Biosafety Institute for Genetically Modified Agricultural Products
(BIGMAP)

On behalf of BIGMAP, I am writing to voice our strong endorsement and support for the Science and Risk doctoral program. Following is the rationale for my endorsement:

BIGMAP's mission is to develop tools and methodologies for the independent and science-based risk/benefit assessment of genetically modified agricultural products. The way research results are presented and discussed can affect public attitudes, consumer markets, government policy, and group action; thus, BIGMAP must formulate strategies that will help mitigate these identified risks and communicate the results of these activities to key regulatory agencies, policymakers and the public. How scientific findings related to genetically modified products are communicated between and among researchers and those who apply and use research results is part of the Greenlee School's thrust in strengthening science and risk communication. I am, therefore, delighted that the School has proposed a Ph.D. program dedicated to the communication of science and risk, the first of its kind in the country.

Considering the complementary objectives of BIGMAP and the Greenlee School, the Institute strongly endorses this doctoral program. Through it, we envision a partnership that will strengthen both units' ability to make use of scientific information that will cultivate a public informed enough to make wise and respectful choices about issues with critical scientific underpinnings. In fact, in the coming annual BIGMAP symposium the Greenlee School of Journalism has provided a leadership in putting together a half-day program exclusively devoted to risk communication.

To develop and strengthen our collaborative ties further, we have proposed the creation of a faculty position dedicated to science and risk communication. With joint appointment at BIGMAP and the Greenlee School, this faculty member will be in charge of:

1. Developing and teaching science and risk communication (including writing, visual presentation, theory, campaigns and strategies) courses at the undergraduate and graduate levels;
2. Examining critical communication issues involved in the development of public attitudes towards topics (such as genetic engineering) with scientific underpinnings; and the role of such attitudes in the adoption of and resistance to science based products and innovations, the role of the educational system, communication practitioners, the media, private firms, and advocacy groups in scientific communication and understanding; scientist-media practitioner linkages, among others;

3. Grant-writing efforts to strengthen science and risk communication research;
4. Conducting outreach activities to a diverse group of potential audiences.

In short, this person will act as the conduit between the BIGMAP and the Greenlee School.

Because maintaining public confidence in the quality and safety of the food supply is of paramount importance to the state and the nation, this partnership ensures the creation of scientific safeguards and the educational response needed to form the basis for that public confidence with the advent of genetically engineered crops.

Thus, we reiterate our strong endorsement and support of this doctoral program. We see this proposal as a strategic move to make Iowa State University the national and international hub of science and risk assessment, management, and communication.

March 27, 2006

Dr. Lulu Rodriguez
Associate Professor, Director of Graduate Education
214 Hamilton Hall
Iowa State University
Ames, Iowa 50011

Dear Dr. Rodriguez:

It is my understanding that the Greenlee School of Journalism and Mass Communication is considering proposing the establishment of a graduate program which would award the degree doctor of philosophy in science and risk communication. I am pleased to respond in support of the proposal and do so most enthusiastically.

Permit me first to explain why I have an interest in the proposal. First, although I did not major in journalism at Iowa State College, I did take a course (then Journ. 225) in the Department of Journalism. More importantly, my first employment after military service was as a journalist (field editor) with a farm publication, Wallaces Farmer. Second, I have had a longstanding interest in how we communicate, at all levels, in our society. I was one of the first to make use of video in extension programs beginning in 1968 and later received an award from the American Agricultural Economics Association in reworking my initial program series with graphics and visualization techniques that increased the educational effectiveness of the programs. I authored five different programs over a period of about a dozen years that were widely used in adult education. Finally, I have published some 450 technical bulletins and journal articles, more than 850 in farm and financial publications and 27 books (plus two more in process). In short, my entire life has been devoted to communicating – to attorneys, accountants, bankers, farmers, policy makers, legislators and others. Over my career, as I proceeded through various technologies – transparencies, colored slides, video, film and Powerpoint, I have been impressed by how little we know (and, just as importantly, how little we as educators use of what is known) about effective communication.

There is a great and pressing need for a research-based degree (albeit I would urge that a considerable part of the research be applied research) in the areas of science and risk communication which would fit well within journalism and mass communication on an interdisciplinary area with other disciplines and areas of study. . Such a degree, if offered on this campus, would enrich immensely the pool of available insights and knowledge about how we communicate with respect to risk (which pervades almost every area of communication today) and how we can improve the

effectiveness of such communication with students, extension groups, policy makers and others. In my seven years on the Office of Technology Assessment Advisory Committee, which advised Congress from 1972 to 1995 on technology matters, risk and risk assessment were the overarching features of concern to the Congress. The media need to be much more knowledgeable about risk and risk management than they have been in the past.

The same need exists in all media areas. In my work as a journalist, in 1957-58, we were fortunate to have Don Murphy on the staff who, with a statistician, conducted research on readership of the publication. I learned a great deal about layouts, "white space," the effectiveness of photographs and charts and other facets of communication including the level at which we were most effective in communicating with our subscriber group. Risk and risk management would have been a great addition then and would be even more so now that risk has come to pervade almost every issue in the public domain. A research-based doctoral program, emphasizing applied research, in risk and risk management could be of immense usefulness to print, broadcast and other media. As the home of several areas that need journalists trained technically in areas of science and risk management (such as engineering, agriculture and the biological sciences, as examples), Iowa State University is uniquely positioned to add another useful dimension to the longstanding leadership in communication by offering a research-based doctorate.

In the world of the Twenty-first Century, communication is one of the great frontiers of human endeavor. We can meet the educational challenges in that area only if we are at the leading edge of thought and that can best be achieved by establishing a Ph. D. program and funding it adequately to attract the best and the brightest minds interested in doctoral-level work.

Finally, a doctoral program can enhance undergraduate education by bridging leading-edge thought into the classroom. While, occasionally, elite graduate programs can develop a modicum of isolation from undergraduate education, properly managed Ph. D. programs uniformly enrich undergraduate education.

For all of these reasons, I see a great and pressing need for a graduate program in the Greenlee School, offering the degree doctor of philosophy.

I would be pleased to respond in greater detail if desired.

Sincerely,



Neil E. Harl

Charles F. Curtiss Distinguished Professor in Agriculture
Emeritus Professor of Economics

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Department of Animal Science
Nutritional Physiology Group
313 Kildee Hall
Ames, Iowa 50011-3150
515 294-5626
Fax 515 294-6445

April 10, 2006

Lulu Rodriguez
Director of Graduate Education
214 Hamilton Hall
Iowa State University
Ames, IA 50011

Dear Dr. Rodriguez,

I enthusiastically support the proposal of the Greenlee School of Journalism and Communication to establish a Ph.D. degree program with a major in science and risk communication. That major seems most appropriate for Iowa State University in that strong programs in science and journalism already exist. The Greenlee School already offers basic courses in journalism to support the major. Such courses as JMC 510 (Strategies of Communication), JMC 547 (Science Communication), and JMC 561 (Media and Society) are available at this time. On the basis of observations in other departments, establishment of the new major will stimulate development of other pertinent courses to support the major and more importantly, the recruitment of highly qualified faculty with research interests pertinent to the new major.

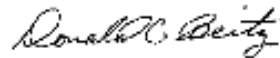
Moreover, numerous opportunities are available already for students with a major in science and risk communication to gain a thorough understanding of the science of their choice. The science may be a fundamental science of chemistry, physics, or biochemistry, an agricultural science such as agronomy, veterinary medicine, or animal science, and/or statistics for a mathematical basis for risk assessment. Requiring a faculty member from one of the physical, biological, or mathematical sciences to be on the student's Program of Study should enforce the meshing of science with communication.

Clearly, scientists can do a better job of communicating our science to the public in a concise, precise, unbiased, and understandable manner. For example, in an attempt to communicate science to the public, the Journal of Dairy Science requires authors of each published manuscript to submit an Interpretive Summary that also is published in the Journal. As a biological scientist, I support this technique of communication and hear that readers with a more applied interest appreciate the Summaries.

In my current position of president of the Council of Agricultural Science and Technology (CAST), I can see another major outcome of developing the science and risk communication major. The Mission of CAST is "to assemble, interpret, and communicate

science-based information regionally, nationally, and internationally on food, fiber, agricultural, natural resources, and related societal and environmental issues to our stakeholders—legislators, regulators, policy makers, the media, the private sector, and the public”. Graduates of the new major could be recruited to assist with the writing of our many types of publications and perhaps even be hired by CAST as staff members. Currently, CAST is considering a greater than \$100,000 per year and multi-year project to communicate science to the public by way of an electronic journal. Each of the 38 professional societies who are members of CAST would be contributors of the science of the journal. The bottom line is that the American society deserves better communication of unbiased and understandable scientific information than is now being delivered. Without doubt, the development of the new major in science and risk management by the Greenlee School of Journalism and Communication is very timely and needed. Moreover, its development will place Iowa State University in a leadership position in the U.S. for training highly competent science communicators.

Sincerely,



Donald C. Beitz
Distinguished Professor

Date: November 26, 2007

To: Michael Bugeja, Director
Greenlee School of Journalism

From: Jonathan Wendel, Chair



Re: Letter of Support for Proposed Science and Risk Ph.D.

I am writing in support of your proposed Ph.D. program in *Science and Risk Communication*. The proposed doctoral program would appear to fill or perhaps even help create a niche in enhancing science communication, and thereby will serve the interests of the public at large. I envision that this program could stimulate new teaching and research collaborations across the disciplines. A *Science and Risk Communication* doctoral program is wholly consistent with the land-grant mission, so it should be central to the institution's priorities.

With respect to the proposed curriculum, I do not see any conflicts with our present graduate offerings, and instead project that this might slightly increase enrollments in some of our graduate courses. I do offer that the *Areas of Specialization*, while substantive and significant, omit the important dimension of evolutionary biology. It seems to me that communicating about issues such as GMOs and risk assessment requires a firm scientific foundation in genetics and evolutionary biology. These are relevant and perhaps central to the two currently listed areas of specialization of *Biotechnology* and of *Natural Resource Ecology and Management*. I offer this observation for your consideration, and I am able to suggest a set of relevant courses for inclusion in your document should you wish to expand in this fashion.

Interoffice Communication

DATE: November 26, 2007

TO: Lulu Rodriguez, Associate Professor
BIGMAP/Greenlee School
101A Hamilton Hall



FROM: Carl Jacobson, Professor and Chair
Geological and Atmospheric Sciences

RE: Doctoral Program in the Communication of Science and Risk

In response to a request from Greenlee Director Dr. Michael Bugeja, I am writing to express my strong support for your proposed Ph.D. program in the communication of science, technology, and risk. I see this as a very important societal need and a land-grant institution such as ISU is the perfect place for a school or department of communications to develop such a program. I see absolutely no duplication between the proposed program and any offerings in our department. On the other hand, I see at least one course offered by our department (Mteor/En Sci 504 – Global Change) which you listed as an elective in the proposed program, and I can also see future courses in our department related to climate, environment, energy, natural hazards, etc. that could also be relevant to the program. I also foresee opportunities for research collaboration between our department and the Greenlee school in this area. Several members of our department were involved with the report of the United Nations Intergovernmental Panel on Climate Change, which I think is a perfect example of the ties between science, technology, and risk, and the importance of communication with the public. We also have faculty members who have been involved with studying the impacts of hog lagoons on water quality. This is another case where communication of scientific results to the public is critical. In summary, I think this is a great idea, you have our full support, and we look forward to collaborating with you in this endeavor.

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

College of Liberal Arts and Sciences
Department of Chemistry
Gilman Hall
Ames, Iowa 50011-3111
Phone: 515 294-6342
Fax: 515 294-0105

2 December 2007

Michael Bugeja, Director
Greenlee School of Journalism and Communication
Hamilton Hall 101A
Iowa State University
Ames, Iowa 50011

Dear Michael:

I am delighted to hear of your proposal to inaugurate a Ph.D. program in Science and Risk Communication. As a chemist and a citizen, I firmly believe that it is essential to the health and prosperity of our country (and our planet) that there be a population of students equipped with skills not only to communicate but also to assess the complex technical issues that are increasingly becoming a matter of public debate.

It is crucial that a voting public has access to a coherent, well-informed, technically critical press. Your program is a good step in this direction.

I applaud the scientific training that it requires and hope that this will be one of its hallmarks.

You have my support for this project.

Yours sincerely,



Jacob W. Petrich
Professor and Chair

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Bioethics

ISU Bioethics Program
Clark Wolf, Director
435 Catt Hall
Ames, Iowa 50011-1204
515 294-3068 | 515 294-2566
515 294-0780 (Fax)
Bioeth1@iastate.edu

January 2008

To Whom it May Concern:

I writing to give my strongest support for the proposed Ph.D. Program in science and risk communication. During the past thirty years, risk evaluation and communication has become an enormously important field of scholarship. This field is especially important because of its relationship with recent work in the sciences, and especially in areas of scientific research that have been traditional strengths of Iowa State University. An accurate understanding of risks associated with biotechnology, agricultural technology, and food science is crucial for an institution like Iowa State, but the study of risk analysis is radically incomplete where information about risk cannot be effectively communicated.

Because the field of risk communication is intrinsically interdisciplinary, it is uniquely appropriate that the proposed doctoral program will coordinate the work of faculty in different departments and different colleges.

As a field, risk communication is relatively new, since much of the seminal work has been done in the last thirty or forty years. But the field is here to stay, with new journals arriving regularly, and important work on risk communication is currently being pursued at all major research institutions in the United States. The proposed program would help to coordinate research already underway by many ISU faculty members. Students in this program will be well positioned to succeed in this important field.

Sincerely yours,



Clark Wolf
Director of Bioethics
435 Catt Hall
Iowa State University
jwewolf@iastate.edu
515-294-3068

From popserve Sat Feb 16 11:18:39 2008
Date: Sat, 16 Feb 2008 11:18:15 -0600
To: lulurod@iastate.edu
From: Gene Takle <gstakle@iastate.edu>
Subject: Science and Risk Communication
Cc: bugeja@iastate.edu, gstakle@iastate.edu, gutowski@iastate.edu,
rwarritt@bruce.agron.iastate.edu
X-PMX-Version: 5.3.2.304607, Antispam-Engine: 2.5.1.298604, Antispam-Data:
2008.2.16.90206
X-ISUMailhub-test: Gauge=IIIIII, Probability=7%, Report='__C230066_P1_5 0,
__C230066_P5 0, __CP_URI_IN_BODY 0, __CT 0, __CT_TEXT_PLAIN 0,
__HAS_MSGID 0, __MIME_TEXT_ONLY 0, __MIME_VERSION 0,
__SANE_MSGID 0, __pbl.spamhaus.org_TIMEOUT '

Lulu,

I am pleased to see the new PhD program being launched in Science and Risk Assessment. I view this as an important emerging area in need of scholarly work. With interest in climate change now being seriously viewed as a societal risk there is urgent need for attention to this interface. We in the climate science community are being drawn into this whether we like it or not, so it is nice to know we have partners on campus as attention to this area grows.

gene

--

Eugene S. Takle
Interim Faculty Director, University Honors Program
Professor of Atmospheric Science
Professor of Agricultural Meteorology
Iowa State University
Ames, Iowa USA 50011
Voice: 515-294-9871
Fax: 515-294-2619
Home Page: <http://www.meteor.iastate.edu/faculty/takle>

From popserve Wed Oct 1 15:35:01 2008
Date: Wed, 01 Oct 2008 15:34:56 -0500
From: Charlie Kostelnick <chkostel@iastate.edu>
Reply-To: chkostel@iastate.edu
User-Agent: Thunderbird 2.0.0.17 (Macintosh/20080914)
To: Robert S Wallace <rwallace@iastate.edu>
Subject: Re: Letter for Greenlee

Memorandum

DATE: October 1, 2008

TO: Rob Wallace, Chair, LAS Curriculum Committee

FROM: Charlie Kostelnick, Chair, English Department

SUBJECT: Proposed Ph.D. in Science, Technology, and Risk Communication

I support the Greenlee School's proposal for a Ph.D. in Science, Technology, and Risk Communication. In a world of increasingly sophisticated science and technology, all of us in contemporary society depend on effective risk communication for our safety and well-being, and the proposed program will certainly meet this urgent need. Risk communication is also an important area of scholarship that dovetails well with the mission Iowa State University.

The Rhetoric and Professional Communication (RPC) faculty have raised some programmatic concerns about the proposed Ph.D., and the Greenlee School has addressed those concerns. Given that some of our RPC faculty teach and do scholarship in risk communication in the context of RPC, I am hopeful that they can play a supporting role in the proposed Ph.D.

Although we were also concerned about the financial implications of initiating a new Ph.D. in a communication field, Dean Mike Whiteford has assured me that our existing doctoral programs in Rhetoric and Professional Communication and in Applied Linguistics and Technology would not necessarily be competing with the proposed Ph.D. for LAS resources, partly because of the Greenlee School's potential for additional fundraising.

I wish the Greenlee School success with this timely and innovative program and urge the LAS Representative Assembly, Faculty Senate, and Board of Regents to approve it as quickly as possible.

LETTERS OF SUPPORT FROM PROGRAMS AND DEPARTMENTS OUTSIDE ISU

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Office of Research

College of Agricultural, Consumer
and Environmental Sciences
Illinois Agricultural Experiment Station
211 Mumford Hall, MC 710
1281 West Gregory Drive
Urbana, IL 61801



March 30, 2006

Lulu Rodriguez
Associate Professor, Director of Graduate Education
214 Hamilton Hall
Iowa State University
Ames, Iowa 50011

Dear Professor Rodriguez:

I have read the proposal written by you and Professor Bugeja to establish a new doctoral program in the communication of science and risk. I have to say that I am excited. You have identified an urgent need for a new kind of scholars, and have designed exactly the program necessary to train those new professionals. I am not aware of other programs like the one you are proposing. In particular, I applaud your intention to train researchers in the science concomitantly by providing doctoral-level instruction on risk communication and journalism. I will in fact offer my cooperation and assistance on the science side if the program is approved. Let me explain why I make this offer.

If I could start over again, I would enroll in this new curriculum. I strongly believe that ignorance of science, and in particular ignorance of risk science, will ultimately undermine and erode the contributions of science and technology to society. It has already happened. I devote a great deal of time doing risk communication about food and in particular, GMOs. It is an example where special interests, aided and abetted by a willing media, have distorted science and impeded the dissemination of a beneficial technology. But GMOs are not alone. There is an endless list from global warming to nuclear power of examples in which the scientific ignorance of consumers has been exploited using deliberate *risk miscommunication* in the media.

In 1997 television journalist Jim Hartz and former Astronaut and Professor of Astronomy Rick Chappell wrote in "Worlds Apart: How the distance between journalism and science threatens America's future:"

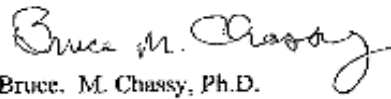
Public insecurity, gatekeeper bias, reportorial uncertainty and scientific insularity have combined to produce a swaggering national population proud to lead the world in science and technology but woefully unable to understand or appreciate much more than flash and gadgets... There's a growing gap between two separate and unequal societies –

telephone: 217-244-3240 • fax: 217-244-5616
url: <http://www.ag.illinois.edu/fian/home.html>

between those who are scientifically literate (and reasonably well-informed) and those who are not.

It is as Carl Sagan said "*a recipe for disaster.*" I'd rather not see that disaster happen. The program you propose is a crucial step in averting disaster. Just tell me how I can help.

Best Regards and Good Luck

A handwritten signature in cursive script that reads "Bruce M. Chassy". The signature is written in black ink and is positioned above the printed name.

Bruce M. Chassy, Ph.D.
Professor of Nutritional Sciences
Professor of Food Microbiology

April 3, 2006

Dr. Lulu Rodriguez
Director of Graduate Education
Greenlee School of Journalism and Communication
Iowa State University
Ames, Iowa 50011

Dear Professor Rodriguez:

The preliminary outlines and supporting materials I have read show that you have proposed a significant curriculum for doctoral studies in Science Communication. They are similar, but not the same, to the course of research and study offered at the College of Communication and Information at the University of Tennessee, Knoxville.

Your proposal focuses on theoretical examination of the processes of science communication in American government and industries. Specifically it includes inquiry in health communication, risk communication and the social implications of credible information flow. A wide variety of seminars and research studies can be included under these descriptive labels. National priorities in the problems of science and society are an obvious direction for seminars and research proposals.

Like the University of Tennessee, Iowa State University cherishes its priorities in science and technology. Here in Knoxville, we study and teach in proximity to the Oak Ridge National Laboratory operated for the U.S. Department of Energy. A similar relationship exists in Iowa with its Ames Laboratory. Further, we have ties with colleges of engineering, veterinary medicine, nursing and human medicine. The relationship of communication theories to the extension and practical application of invention and discovery demonstrates the legitimacy of doctoral studies in science communication.

As a 1973 doctoral graduate of the former College of Education at Iowa State, I am pleased to see the Greenlee School faculty direct some of its resources toward this important course of study. The proposal is solid, rigorous and appropriate to the decades ahead. The curriculum is entirely appropriate for a major land grant university, and it reminds me of similar work at Michigan State University, Cornell University and Ohio State University to name some peer programs.

I salute your faculty for its initial proposals, and I encourage you and your administrative leadership to move forward with the initiative and partnerships to support it.

Sincerely,

James A. Crook, Ph. D.
Professor Emeritus
College of Communication and Information
University of Tennessee, Knoxville



Cornell University
College of Agriculture
and Life Sciences

Department of Communication
336 Kennedy Hall
Ithaca, New York 14853-0203
t. 607.255.2111
f. 607.254.1322

April 6, 2006

Dr. Lula Rodriguez
Associate Professor, Director of Graduate Education
124 Hamilton Hall
Iowa State University
Ames, Iowa 50011

Please accept this as my support for the development of a Ph.D. program in science and risk communication at the Greenlee School at Iowa State University. The timing and circumstances for offering an advanced degree in science and risk communication are perfect. I have been involved in teaching and researching risk communication and science communication since I left Iowa State nearly 20 years ago to join the faculty at Cornell University. While there was discussion that risk communication would be a short-lived interest area 20 years ago, it is now clear that science and risk communication are here to stay and are continuing to grow as a field and as an area of social need. The need has never been greater for educated professionals and teachers who can help improve the communication of complex science to policy makers and citizens.

In a recent report to the NOAA National Ocean Service, National Centers for Coastal Ocean Science I wrote the following: A growing and major challenge agencies face today is the communication of increasingly complex science to publics who may be disinterested until they are negatively impacted, or perceive that they are negatively impacted. In a technologically advanced democracy, citizens risk becoming disenfranchised on an increasing number of issues that entail complex scientific and technical information. The fact is, there is a general lack of understanding in the public sector regarding the mathematical probabilities that are inherent in scientific and technical information. Consequently, as the information revolution continues to accelerate, it becomes increasingly clear that more information does not result in better informed citizens. There is also a realization that providing the public with too much information can lead to "information overload" and that too much information can be as ineffective as not providing enough.

Risk communication as a field of social science focuses on a range of processes which are critical to the effectiveness of organizations charged with protecting public health and the environment. Risk communication is, in this context, seen as a broad, cross-cutting issue which has implications across multiple areas. Both internal and external audiences need appropriate, timely and clear information about actual and probable hazards, and appropriate responses. Organizations need detailed information about how their

interested audiences understand, perceive, react to, behave and use information related to the science, warnings, forecasts, or hazards. Ineffective communication about risk situations can increase harm to citizens, increase concern or fear needlessly, lead to inappropriate behaviors, and decrease trust in agencies which can further decrease the effectiveness of the agency.

Research in this area is primarily designed to help agencies better understand how stakeholders and other audiences understand, perceive and behave toward specific health or environmental hazards. Information from these studies is particularly useful in organizational decision-making about how to better address concerns of affected audiences. In some cases audiences may misunderstand complex scientific and technical information, in other cases stakeholders may need additional information or different information in helping them make rational choice decisions. Thus, information of this type can help agencies determine audience needs for information, agencies needs for research, and appropriate methods of delivering complex information to meet target audience needs.

More often than not, however, governments are being called upon to inform and reassure individuals about risks that are unknowable, unpredictable and about which the experts may disagree. There are those who suggest that scientific uncertainty has a tendency to politicize risk.

Domestic governments are faced with other pressures, through the evolution of the "information society". People are better educated and have greater access to information through vehicles such as the Internet and 24-hour news, for example. A better informed and educated public is far less likely to accept direction from authority without question when it affects their day-to-day lives. The public is becoming increasingly aware of food, nutrition and the possibility of risk to the food supply, and is demanding more information.

While I originally prepared the above for a federal agency, the context and relevance are clear: The linkage between communication and agriculture is strong and growing. The proposed Ph.D. program should have no problem attracting excellent students who want to become teachers and researchers in this growing and important field.

Congratulations on an excellent proposal.



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Appendix A:

Greenlee School strategic plan, 2005-2010

APPROVED BY THE SCHOOL FACULTY, 13 OCT. 2006

MISSION

The Greenlee School of Journalism and Communication is committed to a philosophy that draws its goals from the larger purposes of a land grant university as well as its accrediting organization, the Accrediting Council on Education in Journalism and Communication (ACEJMC). The School strives to serve students, the university, professional communicators and the general public of Iowa, the nation and the world through teaching, scholarship, service and professional outreach activities that:

- Educate students for careers in journalism and communication.
- Promote an understanding and appreciation of the First Amendment and the role of journalism and communication in all societies.
- Foster scholarship that contributes to the building of theory and helps to improve journalism and communication performance.
- Emphasize communication in an increasingly diverse and multicultural world.

■ Increase accountability and ethical performance.

■ Contribute to increased communication effectiveness in a fast-changing technological society.

The activities of the School reflect the University's commitment to excellence in teaching, research, creativity, professional practice and extension, and the University's recognition of the importance of service.

HISTORY

The School culture is grounded in a history of agricultural and technical writing and reporting that over 100 years has evolved and grown into a School of Journalism and Communication with nearly 850 students taught by 23 full-time faculty members. The curriculum, steeped in an environment of science communication, has expanded with the mass communication industry over the years to include master's and undergraduate programs with courses including advertising, electronic media, print journalism (newspaper and magazine), public relations, and visual communication.

The undergraduate curriculum, in accordance with ACEJMC, leads

to a bachelor's degree in journalism and communication within a liberal arts context. Skills courses to prepare students for careers in the mass communication industry remain the focus of the curriculum supported by theory, management, problem solving and increasingly important preparation for a fast-changing multicultural and global work environment.

The graduate curriculum with research and professional tracks leads to a master of science degree in journalism and mass communication. Graduates are prepared for entry into Ph. D. programs and the professoriate, advanced research programs, and for leadership and management roles in communication organizations.

One of the largest programs and the only named School at ISU, the Greenlee School is part of the College of Liberal Arts and Sciences (LAS) and enrolls about one of every seven students in the College in one of its pre-major, undergraduate and/or graduate degree programs. (Of the 1,500 institutions nationwide offering programs or training in the discipline, only 105 are accredited.) The School is one of the longest continuously accredited journalism and mass

communication programs in the country (first accredited in 1948). The Gourman Report places the School 26th out of 450 programs in the discipline. The Murray Foundation, which grants scholarships to top journalism programs, lists the School in the top 25. The Scripps Howard Foundation has named the School the only Central Midwestern Partner School. Greenlee students have won national awards in broadcast and print journalism, advertising and visual communication, and have interned in top communication organizations locally, regionally, nationally and internationally.

CORE VALUES

Iowa State University’s land-grant values, which include learning, discovery and engagement, are the foundation for the core values of the Greenlee School. Learning includes professional skills and liberal education; discovery includes scholarship in the areas of science and risk communication, communication technology and policy,

journalism education, journalism history, law and ethics, public relations and advertising, and visual communication; and engagement includes local, regional, national and international service, especially those that deal with the professional development of journalists and communication practitioners in communities across the country and the world.

VISION

The Greenlee School celebrated its Centennial in 2005, has been accredited by the ACEJMC since 1948, and counts among its many distinguished graduates four Pulitzer Prize winners and a recipient of the Presidential Medal of Freedom.

The present and future of the School will continue to build on a tradition of excellence while preparing students to be professionals and scholars in culturally diverse communication environments. The School shares ISU land-grant ideals and is committed to graduating students who

“will become broadly educated, global citizens who are culturally informed, technologically adept, and ready to lead.”

The faculty and staff will continue to be committed to facilitating, creating, sharing, and applying knowledge to improve journalism and mass communication worldwide. Collaborations within and among partners inside and outside of the University will continue and will increase as communication scholarship and practice become more integrated with the sciences, engineering and the humanities. Science and risk communication will continue to be nurtured at the undergraduate and graduate levels of education, and will be the focus of the developing Ph.D. program.

The specific goals of the School intended to promote excellence in executing its mission are placed into the categories of learning, discovery and engagement as outlined below.

LEARNING GOAL I: Keep the undergraduate curriculum responsive to the needs of students and potential employers, enhance the quality of teaching and teaching environment, and develop and coordinate courses and other methods of curriculum delivery to maximize available resources.

Strategy: How to achieve the goal

Indicators: Measures of success

A. Reshape the curriculum to encourage collaboration between and among majors and emphasizes areas with the view toward maximizing School resources.

1. A curriculum that shows more rigor, eliminates redundancies in content, allows flexibility in course offerings.
2. Actual savings in teaching resources resulting from a streamlined curriculum.

<p>B. Incorporate specific learning outcomes developed by the faculty into courses and other methods of curriculum delivery.</p>	<ol style="list-style-type: none"> 1. Positive student course evaluations and responses in exit interviews. 2. Positive assessment of student/graduate performance by internship supervisors and employers.
<p>C. Provide technology and technology training for instruction and administration responsive to and driven by curriculum requirements.</p>	<ol style="list-style-type: none"> 1. Well-maintained and up-to-date computer laboratories monitored by knowledgeable student assistants. 2. Computer systems compatible with the University and the industry's existing software suites, networks, and operating standards. 3. A documented software licensing management system. 4. Additional external funding for equipment and operating expenses. 5. Establishment and maintenance of a secure storage mechanism for records effectively interfaced with the College and University systems.
<p>D. Improve teaching and academic advising.</p>	<ol style="list-style-type: none"> 1. Number of faculty members who attended training sessions sponsored by the Center for Excellence in Learning and Teaching (CELT) and Information Technology Services (ITS). 2. Positive student course evaluations. 3. Identification, development and implementation of other means of evaluating teaching and academic advising.
<p>E. Develop alternative means of course delivery, including continuing education courses for communication practitioners and non-traditional students.</p>	<ol style="list-style-type: none"> 1. Identification, development and implementation of training programs to be offered during the summer and semester intercession periods. 2. Financial resources generated by these initiatives.
<p>F. Encourage faculty and student collaboration among the undergraduate, master's and the proposed Ph.D. program.</p>	<ol style="list-style-type: none"> 1. Number of research and learning activities involving faculty and undergraduate and graduate students.
<p>G. Document the School's impact on the field of journalism and mass communication and on society.</p>	<ol style="list-style-type: none"> 1. Collection of media and other reports regarding the accomplishments of faculty, students and alumni.

LEARNING GOAL II: To strengthen the School's national and international reputation specific to the existing master's program.

A. Develop students' understanding of the central issues and current research areas important to the field of journalism and mass communication.

1. Participation in the design, planning, writing and implementation of grantsupported research projects.

B. Make students familiar with the breadth and depth of the journalism and mass communication profession.

1. Publication and presentation of reports to the print, broadcast and online press.

C. Enable students to communicate acquired knowledge in the field.

- Enhance students' ability to design and present independent and meaningful research and/or creative projects.

1. The presentation of research articles and creative projects in the leading conferences of the field.

2. Teaching, research and/or professional practice after graduation.

D. Hone students' essential thinking skills such as problem solving, critical analysis and creativity.

- Develop students' awareness of ethical issues that pertain to the field.

1. Application of acquired teaching skills in the classroom, laboratory and other educational venues.

E. Participate in the University's interdisciplinary graduate minor in risk analysis and decision-making.

1. Creation of a risk perception and communication course for the interdisciplinary graduate minor.

F. Attract more students into the program and recruit a high quality and more diverse student body.

1. The attainment of optimum enrollment based on graduate faculty-graduate student ratio.

2. Diversity of students

3. Appropriate application scores.

LEARNING GOAL III: Launch a doctoral program in the communication of science and risk to solidify national and international reputation as a research force.

A. See the doctoral program through the approval process.

1. Gain support from the approving authorities, alumni, other constituents to launch the doctoral program in 2010.

B. Secure funding for the Ph.D. program.

1. Financial and other resources secured to support the program.

C. Offer a continuous five-year program for those who begin their master's training in the School.

1. Finalize a 42-credit doctoral curriculum.

D. Target recruitment of students, especially prospective TAs and RAs who will be on five-year contracts.

1. Recruitment of at least three teaching assistants and three research assistants to be supported by external grants, School development funds, and other sources.

E. Offer two new doctoral-level courses, one per semester.

1. Implementation of these courses.

F. Continue hiring faculty with appropriate expertise to contribute to the proposed Ph.D. program.

1. Number of faculty members hired.

DISCOVERY GOAL: Increase the School's scholarly output to enhance its national reputation as part of a Research I institution.

A. Support the launching of a doctoral program to enhance scholarship strength and national reputation in science and risk communication.

1. Scholarly activity in science and risk communication.

2. Strengthen the undergraduate and graduate curriculum in science and risk communication.

3. Ph.D. program approved.

B. Increase scholarly output by the faculty, lecturers and students, especially in the form of articles published in refereed and/or leading journals in the field. (Included under scholarship are other projects and activities that can generate national acclaim and positive evaluations, such as national juried exhibits of creative work, books that receive positive reviews, award-winning plans and proposals, etc.)

1. Increased publication output in refereed journals.

2. Increased paper output in the leading conferences, meetings and symposia in the field.

3. Increased number of juried creative activities.

4. Awards received in conferences, meetings, symposia and other scholarly venues.

- Target resources toward individuals who show the greatest potential to enhance scholarship.

C. Encourage and support grant-writing efforts within the School.

1. Number of grants submitted to internal and external organizations.

- Provide internal "development funds" to support grant-writing and scholarly activities.

2. Number of grants funded by internal and external organizations.

- Assign a staff member to assist in the search and identification of potential external funding agencies.

- Provide incentives (i.e., summer support, course releases, graduate assistants, atten-

dance in conferences, improvement leaves) to those who work on developing major external grants.

D. Improve and enhance the use of technology and available research facilities.

- Integrate scholarly activities in class projects and course syllabi.

1. Frequency of research facility use.

2. Scholarship components in course syllabi.

E. Encourage collaborative research work between and among faculty members, lecturers, students, other academic units on campus, colleagues in other universities and organizations, communication researchers and practitioners in other states and parts of the world.

1. Number of collaborative projects proposed, funded and completed.

2. Publicity generated and acknowledged contributions of collaborative work.

F. Advance a curriculum that will result in an average teaching load of two courses with advising each semester for faculty members with active scholarly programs.

1. A 2-2 graduate faculty teaching load.

G. Bring leading scholars the field to the School.

1. Number of scholars and professionals who visit the School.

ENGAGEMENT GOAL I: Continue the School's active role in addressing communication problems and opportunities on campus and at the community, state, national and international levels.

A. Implement a visitors or professionals-in-residence program. Professionals, academics and other experts will be guests of the School to share expertise and experience with faculty and students.

1. A record of visiting professionals and reports on their contributions to the School.

B. Seek support to implement a Greenlee School Chairs program. Strategically target key individuals who can make a significant contribution to the program's goals and bring them to campus for short, medium or longterm periods.

1. Placement of individuals in a mixture of short, medium and long-term Chair opportunities that address specific program needs.

C. Cooperate when appropriate with the University Lectures Committee and similar units at the College level to invite speakers to campus to address vital communication issues.

1. The hosting or co-hosting of at university- or college-level event address communication issues.

D. Seek funding and other support for professionals as clinicians to meet the needs of the School.

1. Placement of a clinician, or clinicians, using the Meredith Professional in Residence model, in programs identified and agreed to by the faculty.

ENGAGEMENT GOAL II: Work with the Iowa media, organizations and groups in identifying and implementing activities that will enhance their communication performance.

A. Participate in workshops, activities, meetings with key constituency groups in Iowa such as high school students associations, community college communication/journalism instructors, corporate groups, professional associations such as the Iowa Newspaper Association (INA) and the Iowa Broadcasters Association (IBA).

1. Quantity and quality of trainings, workshops and other activities that address the key strategic needs of these groups.

B. Link engagement activities to discovery and learning priorities.

1. Number of initiatives that demonstrate discovery and learning components.

ENGAGEMENT GOAL III: Participate in or provide leadership, research and strategic planning skills to state, national and international communication efforts.

A. Develop and participate in projects designed to enhance theoretical and methodological understanding of communication issues as well as serve state, national and international communication needs.

1. Participation in projects that demonstrate the importance of effective and strategic use of communication.

2. Project reports and reports of policy and other implications of projects in the popular press and that of relevant professional organizations.

ENGAGEMENT GOAL IV: Continue to be involved in state, national and international professional and scholarly communication associations and groups.

A. Participate and provide leadership in appropriate state, national and international professional and scholarly communication organizations, such as the American Advertising Federation (AAF), the Association for Communication Excellence (ACE) in Agriculture, Natural Resources, Life and Human Sciences, the Association for Education in Journalism and Mass Communication (AEJMC), the Broadcast Education Association (BEA), the College Media Association (CMA), the International Communication Association (ICA), the International Radio and Television Society foundation, the National Communication Association (NCA), the Public Relations Society of America (PRSA), the Radio Television News Directors Association (RTNDA), the Society of Professional Journalists (SPJ).

1. Faculty, lecturer and student memberships in these associations.

2. Frequency of faculty, lecturer and student participation in professional and scholarly activities sponsored by these associations.

3. Number of times faculty and lecturers served as reviewers or judges of convention and conference papers and articles.

4. Faculty membership in the editorial boards of these associations' journals and other publications.

5. Number of elected positions held by faculty, lecturers and students in the governing and implementing bodies of these associations.

Appendix B:

Relationship of the program to existing programs at other colleges and universities

While there are more than 462 journalism and communication programs in the United States today, only 42 institutions—comprising a meager 9.1% of the total—offer preparation at the doctoral level (Table 1).

While enrollments represent student interests and administrative responsibility of the journalism and mass communication programs (Table 2), degrees granted represent the output (Table 3). In AY 2003-2004, the doctoral output was 211 from 38 reporting institutions. Degrees granted are projected to slightly increase at the doctoral level through 2013. This annual output, however, will still be insufficient to compensate for the forthcoming shortage of communication Ph.Ds. predicted over the next decade (DeFleur, 1993).

As Table 3 shows, Regent University and Howard University were tied in the number of degrees granted in 2003-2004, each granting 14 doctoral degrees. Other programs with large numbers of degrees granted were the University of North Carolina, with 13; Michigan State University and the University of Wisconsin at

Madison School of Journalism and Mass Communication, with 11; the University of South Carolina, the University of Texas at Austin School of Journalism, and the University of Oregon, with eight each; and the University of Florida and the University of Southern Mississippi, with seven each.

In its second reputational study of doctoral programs in communication, the Doctoral Education Committee of the National Communication Association (2004) ranked 67 doctoral programs that identified nine specialty areas (communication and technology, critical-cultural studies of communication and media, health communication, intercultural/international communication, interpersonal and small group communication, mass communication research, organizational communication, political communication, and rhetorical studies). Because science and risk communication is not being offered by at least 15 doctoral programs, it was not included in this specialization list. However, it may be useful to examine NCA's ranking criteria for mass communication research

to provide a basis for general doctoral program standards. For each specialty area, reviewers were asked to rate a doctoral program based on

1. scholarship quality of the program faculty;
2. program effectiveness in educating researchers; and
3. quality change within the last five years.

Although the study provoked controversy because of its methodology, based on the above three standards, the University of Pennsylvania, Stanford University, Michigan State University, the University of Southern California, and the University of Wisconsin-Madison emerged as the top five doctoral programs in mass communication research (Table 4).

Table 1. Ph.D. programs nationwide by enrollment, Fall 2004, and doctoral degrees granted July 1, 2003 to June 30, 2004

	University	Number of students	2004 degree recipients
1	Michigan State University	89	11
2	Howard University	83	14
3	Regent University	78	14
4	Duquesne University	70	0
5	University of Texas at Austin	63	8
6	University of Utah	60	5
7	Pennsylvania State University	56	9
8	University of Washington	54	3
9	University of Florida	53	7
10	University of Illinois at Urbana-Champaign	51	4
11	University of Alabama	47	5
12	University of North Carolina at Chapel Hill	45	13
12	University of Wisconsin at Madison	45	11
13	Georgia State University	43	3
14	University of Southern Mississippi	40	7
15	University of Tennessee at Knoxville	39	6
16	University of Missouri at Columbia	38	2
17	Ohio State University	34	4
18	Syracuse University	33	4
19	University of Minnesota at Twin Cities	32	4
20	Columbia University	30	0
20	University of New Mexico	30	6
21	Stanford University	29	4
21	North Dakota State University	29	3
22	University of Michigan	27	3
23	University of Colorado at Boulder	26	5
24	University of Georgia	24	3
25	University of Oregon	22	8
26	University of Maryland	21	3
27	University of Iowa	20	6
27	Indiana University at Bloomington	20	5
28	Louisiana State University	19	2
28	Cornell University	19	3
29	Washington State University	16	0
29	Wayne State University	16	0
30	University of South Carolina	15	8
31	University of North Dakota	14	0
32	Ohio University	10	4
32	Purdue University	10	0
33	University of Wisconsin at Madison Life Sciences Communications	10	5
33	University of Miami	9	0

Total units reporting nationally, including Puerto Rico = 462
 Total Ph.D. granting institutions = 42
 % Ph.D. granting institutions = 9.1%
 Units in boldface offer expertise in science and/or risk communication

Source: Becker, L., Vlad., T., Coffey, A. J., & Tucker, M. (2005). Enrollment growth rate slows; Field's focus on undergraduate education at odds with university setting, *Journalism and Mass Communication Educator*, 60, 3, 286-314. (The findings of this study are based on the annual survey of journalism and mass communication enrollments. Schools included in this survey are listed in either the *Journalism and Mass Communication Directory*, published by the Association for Education in Journalism and Mass Communication, or *The Journalist's Road to Success: A Career Guide*.)

Table 2. Largest doctoral programs in terms of enrollment, Fall 2004

	University	Number of students
1	Michigan State University	89
2	Howard University	83
3	Regent University (VA)	78
4	Duquesne University	70
5	University of Texas at Austin	63
6	University of Utah	60
7	Pennsylvania State University	56
8	University of Washington	54
9	University of Florida	53
10	Wayne State University (MI)	51
10	University of Illinois	51

Table 3. Largest doctoral programs in terms of number of degrees granted, 2003-2004

	University	Number of degrees granted
1	Howard University	14
1	Regent University (VA)	14
2	University of North Carolina at Chapel Hill	13
3	University of Wisconsin at Madison Vilas School of Journalism and Mass Communication	11
3	Michigan State University	11
4	Pennsylvania State University	9
5	University of Oregon	8
5	University of Texas at Austin	8
5	University of South Carolina	8
6	University of Florida	7
6	University of Southern Mississippi	7
7	University of Iowa	6
7	University of New Mexico	6

Table 4. University rankings in mass communication research, National Communication Association doctoral reputational study, 2004 (N=67 doctoral programs)

University	School/Department	Scholarly quality of faculty	Program effectiveness in educating researchers	Quality change, last 5 years
University of Pennsylvania	Annenberg School for Communication	1.42	1.53	1.65
Stanford University	Department of Communication	1.78	1.78	1.97
Michigan State University	College of Communication Arts and Sciences	1.80	1.60	1.79
University of Southern California	Annenberg School for Communication	2.11	1.87	1.66
University of Wisconsin at Madison	School of Journalism and Mass Communication	2.19	1.76	2.19
University of Texas at Austin	School of Journalism	2.23	1.96	1.92
University of Alabama	College of Communication and Information Sciences	2.37	2.00	1.72
Pennsylvania State University	College of Communications	2.46	2.01	1.59
University of Illinois at Urbana-Champaign	Department of Speech Communication	2.48	2.06	1.61
Ohio State University	School of Journalism and Communication	2.49	2.11	1.70
Indiana University	Department of Telecommunications	2.50	2.03	1.76
University of Arizona	Department of Communication	2.67	2.24	1.52
University of North Carolina	Department of Communication Studies	2.75	2.12	1.90
University of Minnesota	Mass Communication Department	2.79	2.08	1.90
Indiana University School of Journalism	School of Journalism	2.85	2.19	2.01
University of Massachusetts at Amherst	Department of Communication	2.87	2.32	1.84
University of California at Santa Barbara	Department of Communication	2.94	2.20	2.25
University of Washington	Department of Communication	2.99	2.37	1.81
University of Maryland at College Park	Department of Communication	2.99	2.35	1.81

Table 4. NCA university rankings, continued

University	School/Department	Scholarly quality of faculty	Program effectiveness in educating researchers	Quality change, last 5 years
University of Texas at Austin	Department of Radio-TV-Film	3.02	2.30	2.10
Cornell University	Department of Communication	3.08	2.26	1.85
Purdue University	Department of Communication	3.13	2.41	2.01
Kent State University	School of Communication Studies	3.27	2.56	1.99
University of Oklahoma	Department of Communication	3.28	2.55	1.81
University of Colorado	School of Journalism and Mass Communication	3.31	2.51	1.94
Florida State University	Department of Communication	3.39	2.55	1.82
Washington State University	Edward R. Murrow School of Communication	3.42	2.53	2.00
Ohio University	School of Telecommunications	3.48	2.61	1.88
University of Kentucky	College of Communication and Info Studies	3.55	2.67	2.06
University of Connecticut	Communication Sciences Department	3.63	2.74	1.94
Howard University	Department of Communication and Culture	3.64	2.74	1.92
University of Miami	School of Communication	3.73	2.87	1.93
University of Missouri at Columbia	Department of Communication	3.82	2.71	2.06
Southern Illinois University	College of Mass Communication and Media Arts	3.82	2.80	1.97
Georgia State University	Department of Communication	3.84	2.88	1.83
State University of New York, at Buffalo	Department of Communication	4.01	2.95	2.00
Bowling Green State University	School of Communication Studies	4.05	2.91	2.02
University of New Mexico	Department of Communication and Journalism	4.13	2.96	2.06
University of North Dakota	School of Communication	4.76	3.30	2.13

*Means were derived based on responses to a scale from 1 to 7, where 1= distinguished, 2=strong, 3=good, 4=adequate,5=marginal, 6=not sufficient for doctoral education, 7= don't know. **Means were computed based on responses to a scale from 1 to 4, where 1= extremely effective and 4=not effective. *** Means were computed based on a scale from 1 to 3, where 1= better than 5 years ago, 2= little or no change in the last 5 years, 3= poorer than five years ago.

Appendix C:

Faculty scholarship productivity in science, technology and risk communication, 2005-2008

■ ERIC ABBOTT

Abbott, E. A. (2007). Knowledge, attitudes and practices of farm workers and farmers concerning land use rights and farmland restructuring in Tajikistan: Baseline survey and qualitative study findings. Washington D.C.: The World Bank.

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Abbott, E. A. (2005). Changes in forest fire knowledge, attitudes and behaviors in Khabarovsk and Komsomolsk, Russia. In *Proceedings: International scientific technical conference on social, economic, and ecological problems of the forest complex*. Ekaterinburg, Russia: Federal Education Agency, Ural State Forest Engineering University.

Abbott, E. A. (2005). Presenting and applying a model for understanding the impacts of agricultural communication campaigns. Paper presented at the ACE international meeting, Quebec City, Canada.

Anton, F., Rey, R., Abbott, E. A., & Bugeja, M. (2006). Facebook me! The social divide between student and main line newspapers. Paper presented to Mass Communication and Society Division special session on social divides, AEJMC annual convention, San Francisco, CA.

Abbott, E. A., & Rodriguez, L. (2008). Genetically modified crops in developing countries: A meta-analysis of mass media coverage, public knowledge and attitudes. Paper submitted to the Research Special Interest Group, ACE international meeting, Traverse City, MI.

■ JEFFREY BLEVINS

Blevins, J. L. (2007). The political economy of US broadcast ownership regulation and free speech after the Telecommunications Act of 1996. *Democratic Communiqué*, 21(2), 1-22.

Blevins, J. L. (2007). The role of public comments and research in the US media ownership debate: What is the FCC missing? Presented to the Communication Law and Policy Division, annual conference of the International Communication Association (ICA) San Francisco, CA.

Blevins, J. L. (2005). Internet pornography and the communications policy-making process: Lessons learned and enduring questions. Paper presented to the Law and Policy Division, Broadcast Education Association (BEA) annual conference, Las Vegas, NV.

Blevins, J. L., & Anton, F. (2007). Muted voices in the legislative process: The role of scholarship in US Congressional efforts to protect children from online pornography. *New Media & Society*, 10(1), 121-143.

Blevins, J. L., & Anton, F. (2005). Congressional efforts to protect children from Internet pornography: Muted voices in the legislative process. Paper presented to the Communication Technology and Policy Division,

AEJMC annual convention, San Antonio, TX.

Blevins, J. L., & Brown, D. H. (2006). Political issue or policy matter? The US Federal Communications Commission's third biennial review of broadcast ownership rules. *Journal of Communication Inquiry*, 30(1), 21-41.

Brown, D. H., & Blevins, J. L. (2008). Can the FCC still ignore the public? Interviews with two commissioners who listened. *Television & New Media*. <http://tvn.sagepub.com/pap.dtl>.

Brown, D. H., & Blevins, J. L. (2005). The role of the public in the FCC's broadcast policy-making process: Have we entered a new era? Presented to the Communication Law and Policy Division, annual ICA conference, New York, NY.

■ MICHAEL BUGEJA

Bugeja, M. (forthcoming). The interpersonal divide. In J. Olson and M. Clough (Eds.), *The nature of technology: Implications for learning and teaching*. Sense Publishers.

Bugeja, M. (forthcoming). *Living without fear: Understanding cancer and the new therapies*. Whitston Publishing Company.

Bugeja, M. (2008). Lip-synching at the lectern: The interpersonal divide. In *Controversies in science and technology*. Madison, WI: University of Wisconsin Press.

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Bugeja, M. (2007). To post or not to post—The question for writers in the digital age. In P. Paterson & L. Wilkins (Eds). *Media ethics*, McGraw-Hill.

Bugeja, M. (2005). *Interpersonal divide: The search for community in a technological age*. New York, NY: Oxford University Press.

Bugeja, M., & Dimitrova, D. V. (2008). Editorial attitudes about online citations in top mass communication journals. Paper presented to the Communication Technology Division, AEJMC convention, Chicago, IL.

Bugeja, M., & Dimitrova, D. V. (2007). Reconsider the source: Implications of vanishing online citations in communication journals. *Journalism & Mass Communication Educator*, 62(2), 212-218.

Bugeja, M., & Dimitrova, D. V. (2005). The half-life phenomenon: Eroding citations in journals. *The Serials Librarian*, 49(3), 115-123.

Bugeja, M., & Dimitrova, D. V. (2005). Exploring the half-life of Internet footnotes. *The Iowa Journal of Communication*, 37(1), 77-86.

Bugeja, M., Dimitrova, D., & Hong, H. H. (2007). Online citations in history journals: Current practice and views from journal editors. Paper presented to the History Division, AEJMC annual

convention, Washington, DC.

Peterson, J., Bugeja, M., & Scharpe, J. (2008). Source selection: A case study on agenda setting in newspaper reports following an FDA announcement on meat cloning. Paper presented to the Science Communication Interest Group, AEJMC annual convention, Chicago, IL.

■ DAVID BULLA

Bulla, D. W. (2005). Journalism in Civil War Indiana: Technology, the party press, and suppression. Paper presented at the symposium on the 19th century press, the Civil War, and freedom of expression, Chattanooga, TN.

Bulla, D. W., & Borah, P. (2006). The visual framing of the Indian Ocean tsunami and hurricane Katrina: A comparison of newspaper coverage in three countries. Paper presented to the Visual Communication Studies Division, ICA annual conference, Dresden, Germany.

■ DENNIS CHAMBERLIN

Chamberlin, D. (2007). Screen culture. Creative project featured in the journal *Visual Communication Quarterly*.

Chamberlin, D. (2007). Screen culture II. Screens in historical and contemporary context. Invited exhibit, Kirkwood Community College.

Chamberlin, D. (2007). Screen culture. Juried solo exhibit, Blue Sky Gallery, Portland, OR.

Richardson-Bruna, K., & Chamberlin, D. (2007). Teaching

science to students from rural Mexico. *The Science Teacher*.

■ **MICHAEL DAHLSTROM**
Dahlstrom, M. F. (2007). Human intention as a means to activate narrative over paradigmatic processing. *Media Psychology*.

Dahlstrom, M. F. (2007). Prime time risks: A cultivation look into channel diversity and exposure purpose on environmental risk perceptions. Paper presented to the ICA annual conference, San Francisco, CA.

Dahlstrom, M. F. (2006). Great ape donations: The effect of narrative persuasion on a typical environmental campaign. Poster presented to the Narrative Matters Conference, Wolfville, Nova Scotia, Canada.

Dahlstrom, M. F., Dudo, A. D., & Brossard, D. (2007). Precision of information, sensationalism, and self efficacy as message-level variables affecting perceptions of science and health issues. *Communication Research*.

Dahlstrom, M. F., & Scheufele, D.A. (2007). Prime time risks: A cultivation look at effects of channel diversity and exposure purpose on environmental risk perceptions. *Environmental Communication*.

Dudo, A.D., Dahlstrom, M.F., & Brossard, D. (2007). Reporting a potential pandemic: A risk-related assessment of avian flu coverage in US newspapers. *Science Communication*, 28(4) 429-454.

■ **DANIELA DIMITROVA**
Chen, Y. C., & Dimitrova, D. V. (2008). Civic engagement via e-government portals: Information, transaction and policymaking. In *Advances in e-government research*. Idead Publishing, IGI Global.

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Dimitrova, D.V. (2006). Exploring inequalities in Internet access between East and West European countries. Paper presented at the ICA preconference workshop on Internet governance: New political and regulatory frameworks for global network communication, Dresden, Germany.

Dimitrova, D. V. (2005). Novi tehnologii, novi komunikacia i novi problemi prez XXI vek (New technologies, new communications, and new problems in the 21st century). In Minka Zlateva (Ed.), *John Atanasov i novata civilizacia* (John Atanasoff and the new civilization) (pp. 142-146). Sofia, Bulgaria: Sofia University Press, St. Climent Ochridsky.

Dimitrova, D. V., & Beilock, R. (2005). Where freedom mat-

ters: Internet adoption among the formerly socialist countries. *Gazette: The International Journal for Communication Studies*, 67(2), 173-187.

Dimitrova, D. V., & Bugeja, M. (2007). The half-life of Internet references cited in communication journals. *New Media & Society*, 9(5), 811-826.

Dimitrova, D. V., & Bugeja, M. (2007). Raising the dead: Recovery of decayed on-line citations. *American Communication Journal*, 9(2). <http://acjournal.org/holdings/vol9/summer/articles/citations.html>.

Dimitrova, D. V., & Bugeja, M. (2006). Consider the source: Predictors of online citation permanence in communication journals. *Portal: Libraries and the Academy*, 6(3), 269-283.

Dimitrova, D. V., & Chen Y. C. (2006). Profiling the adopters of e-government information and services: The influence of psychological characteristics, civic mindedness, and information channels. *Social Science Computer Review*, 24(2), 172-188.

Kaid, L. L., & Dimitrova, D. V. (2005). The television battleground in the 2004 presidential election. *Journalism Studies*, 6(2), 165-175.

■ **JOEL GESKE**
Geske, J. (2007). A measurement of electroencephalogram (EEG) response differences between media used for stimuli presentation. Paper presented to the Society for Psychophysiology-

cal Research annual conference, Savannah, GA.

Geske, J. (2007). Differences in brain information processing between print and computer screens: Bottom-up and top-down attention factors. Paper presented to the ICA annual conference, San Francisco, CA.

Geske, J. (2006). Krugman revisited: Brain wave measures of media involvement for print and television. Paper presented to the Advertising Division, annual AEJMC convention, San Francisco, CA.

Geske, J. (2006). Measuring attention differences of color and black-and-white photography using electroencephalograms (EEG). Paper presented to the Visual Communication Division, AEJMC midwinter conference, Bowling Green, OH.

Geske, J. (2006). Measuring media attention through EEG. Paper presented to the Communication Theory and Methodology Division, AEJMC midwinter conference, Bowling Green, OH.

Geske, J. (2005). Measuring attention differences in reading print and online texts using EEG. Paper presented to the Communication Technology and Policy Division, AEJMC annual convention, San Antonio, TX.

Geske, J. (2003). ESCAN: The Environment, Science Communication Activities and News, an extensive website on Iowa's natural habitats.

■ JACOB GROSHEK

Groshek, J. (2007). The democratic effects of the Internet, 1994-2003: A cross-national inquiry of 152 countries. Manuscript submitted to *The International Communication Gazette*.

Groshek, J. (2007). Dependency, democracy and the Internet: A cross-national study over time. Paper presented to the AEJMC annual convention, Washington, DC.

Groshek, J. (2007). The democratic and economic agency of the Internet, 1994-2003. Paper presented to the AEJMC annual convention, Washington, DC.

Groshek, J. (2007). The democratic and economic effects of the Internet, 1994-2003. Paper presented to the Colloquium on Political Communication Research, Indiana University.

Ogan, C., Ozakca, M., & Groshek, J. (2007). Embedding the Internet in the lives of college students: Online and offline behavior. *Social Science Computer Review*.

Ogan, C., Ozakca, M., & Groshek, J. (2006). Embedding the Internet: College students' online and offline behaviors in the 21st century. Paper presented to the ICA annual conference, Dresden, Germany.

■ CHAD HARMS

Biocca, F. & Harms, C. (2003). Defining and measuring social presence: Contribution to the networked minds theory and

measure. In *Proceedings of the fifth annual international presence workshop*, Porto, Portugal: Universidade Fernando Pessoa Press.

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Davis, N.E., Roblyer, M.D., Charania, A., Ferdig, R., Harms, C., Compton, L., & Cho, M.O. (2005). Illustrating the "virtual" in virtual schooling: Challenges and strategies for creating real tools to prepare virtual teachers. *The Internet and Higher Education*, 10(1), 27-39.

Harms, C. (forthcoming). Social presence. In G. D. Putnik & M. M. C. Cunha (Eds.), *Encyclopedia of networked and virtual organizations*. Idea Group Inc. Publishing.

Harms, C. (2008). Education and exploitation off the virtual trail to Oregon. In R. E. Ferdig, (Ed.). *Handbook of research on effec-*

tive electronic gaming in education. Hershey, PA: IGI Global.

Harms, C. (2006). Social presence as a theoretical format for virtual education. Paper presented at the technology as an agent of change in teaching and learning symposium, American Educational Research Association conference, San Francisco, CA.

Harms, C. (2006). Human communication functions of a computer-generated artificial intelligence agent: Creating a tool to be used by Internet Crimes Against Children (ICAC) law enforcement officers for the extraction of on-line pedophiles. In J. Ferrer, H-W. Chu, D. D. Zenobio, & N. Suarez (Eds.), *Proceedings of the 3rd international conference on cybernetics and information technologies, systems and applications*, 3, 67-72.

Harms, C. (2006). Human communication functions of a computer-generated artificial intelligence agent: Creating a tool to be used by Internet crimes against children (ICAC) law enforcement officers for the extraction of online pedophiles. Paper presented to the third International Conference on Cybernetics and Information Technologies, Systems and Applications, Orlando, FL.

Harms, C., & Patridge, A. (2006). Wireless Internet chat insecurity: The danger of wireless communication. Paper prepared to the ISU Human-Computer Interaction Forum, Ames, IA.

Harms, C. (2005). Analysis of mediated social interactions: A matrix of methodological confounds. In *Proceedings of the 2005 human-computer interaction international conference*. Hillsdale, NJ: Lawrence Erlbaum, Mira Digital Publishing.

Harms, C. (2005). Analysis of mediated social interactions: A matrix of methodological confounds. *Proceedings of the 2005 Human-Computer Interaction International Conference*. Hillsdale, NJ: Lawrence Erlbaum. Mira Digital Publishing

Harms, C. Internet crimes against children: The Netsmartz Internet Safety Campaign. Communication campaign to be launched in the state of Iowa.

Harms, C., Niederhauser, D., Davis, N., Roblyer, M. D., & Gilbert, S. (forthcoming). Educating educators for virtual schooling: Communicating roles and responsibilities. *Electronic Journal of Communication*, 16(1&2).

■ SUMAN LEE

Lee, S., Cheng, X., & Abbott, E. (2008). Online news reports and newsworthiness: A study of the electronic bulletin board system (BBS) in China. Paper presented to the Mass Communication Division. ICA annual conference, Montreal, Canada.

Lee, S., & Rodriguez, L. (2007). The four publics of anti-bioterrorism information campaigns: A test of the situational theory. *Public Relations Review*, 34, 60-62.

Yoon, Y., & Lee, S. (2008). Frame building of prescription drug imports from Canada: An analysis of policy actors' message frames in news stories. Paper presented to the Public Relations Division, ICA annual conference, Montreal, Canada.

■ JAY NEWELL

Newell, J. (2007). Revisiting Schramm's Radiotown: Media displacement and saturation. *Journal of Radio Studies*, 14(1), 1-17.

Newell, J., Hanley, M., & Meier, M. (2008). Consumer justifications for accepting cell phone advertising: A field study. Paper presented at the AAA annual conference, San Mateo, CA.

Newell, J. & Ma, Q. (2005). Evidence of media saturation among a group of 10th graders in Beijing. Paper presented to the AEJMC annual convention, San Antonio, TX.

Newell, J., & Meier, M. (2007). Desperately seeking opt-in. *International Journal of Mobile Marketing*, 2(2) 59-67.

Newell, J., Papper, R.L., Holmes, M., & Bloxham, M. (2007). Continuous media consumption: Evidence from the Middletown II studies. Paper presented at the AEJMC annual convention, Washington, DC.

■ LULU RODRIGUEZ

Rodriguez, L. (2007). The impact of risk communication on the acceptance of irradiated food. *Science Communication*, 28(4), 476-500.

- Rodriguez, L., & Abbott, E. (2008). Communication, public understanding and attitudes toward biotechnology in developing nations: A meta-analysis. *Ag BioForum*.
- Rodriguez, L., & Bjelland, D. (2007). Photo-elicitation as a method of assessing village needs for extension planning in Hangzhou Province, China. *Journal of Applied Communications*, 91(2): pp. forthcoming.
- Rodriguez, L., Carriquiry, A. L., Correia, A. P., Hurd, S., Jensen, H., O'Connor, A., & Wolt, J.D. (2008). Enabling graduate learning in risk analysis. Paper presented to joint conference of the National Association of College Teachers of Agriculture (NACTA) and the Science Education Resources Development (SERD) Group, US Department of Agriculture, Logan, UT.
- Rodriguez, L., & Hong, H. (2006). Metaphor use in stem cell research coverage: A comparison of US and South Korean newspapers. Paper presented to the Science Communication Interest Group, AEJMC annual convention, San Francisco, CA.
- Rodriguez, L., & Zheng, X. (2007, July). Newspaper coverage of genetic modification events in China, Thailand and the US: A cross-cultural analysis. Paper presented to the Science Communication Interest Group, annual AEJMC convention, Washington, DC.
- Rodriguez, L., Lee, S., & Peterson, J. (2005). Factors affecting the amplification and attenuation of public worry and dread about bioterrorist attacks. Paper presented to Science Communication Interest Group, AEJMC annual convention, San Antonio, TX.
- **SELA SAR**
- Chang, T. K., Anghelcev, G., Dong, D., Elmasry, M., Himeiboim, I., Kim, S., Sar, S., Schneeweis, A., & Yimbo, W. (2005). Open networks, closed flow: World system, media economics and international news in cyberspace. Paper presented to the Communication Theory and Methodology Division, AEJMC annual convention, San Antonio, TX.
- Nan, X., Anghelcev, G., Myers, J., Sar, S., & Faber, R. (2006). What if a website can talk? Exploring the persuasive effects of web-based anthropomorphic agents. *Journalism and Mass Communication Quarterly*, 83 (3), 615-631.
- Sar, S. (2008). Effects of mood on responses to preventive health advertisements. Paper presented to the ICA annual conference, Montreal, Canada.
- Sar, S. (2006). Mood congruity effects in the case of anti-child abuse PSAs. Paper presented to the Communication Theory and Methodology, AEJMC midwinter conference, Bowling Green, OH.
- Sar, S. (2005, Sept.). The effects of frequencies and clutter in Web advertising. Paper presented to the annual new media research conference, Minneapolis, MN.
- Sar, S., & Anghelcev, G. (2008). Effects of mood on responses to preventive health advertising. Paper presented to the Mass Communication Division, ICA annual conference, Montreal, Canada.
- Sar, S., Anghelcev, G. (2008). Effects of mood on response to different types of health messages. Paper presented to the Science Communication Interest Group, AEJMC annual convention, Chicago, IL.
- Sar, S., & Anghelcev, G. (2005). Effects of mood on response to preventive and detective health behavior messages. Paper presented to the Communication Theory and Methodology Division, AEJMC annual convention, San Antonio, TX.
- Sar, S., & Southwell, B. (2005). Is empathy a simple extension of sympathy? Responses to dramatic and expository child abuse prevention messages. Paper presented to the Health Communication Division, ICA annual conference, New York, NY.
- Yulian, L., & Sar, S. (2002). Stimulus or outcome: An operant conditioning explanation of threat messages' effectiveness. Paper presented to the Mass Communication and Society Division, AEJMC annual convention, Palm Beach, FL.

Appendix D:

Graduate students' scholarship productivity in science, technology and risk communication, 2005-2008

Our visibility in the field is also enhanced by the active participation of our graduate students in the leading conventions and conferences of the discipline. Below are the most recent examples of their science and risk communication research productivity.

■ JOURNAL ARTICLES

Blevins, J. L., & Anton, F. (2006). Muted voices in the legislative process: The role of scholarship in US congressional efforts to protect children from online pornography. *New Media & Society*, 10 (1), 115-137.

Dimitrova, D. V., & Neznanski, M. (2006). Online journalism and the war in cyberspace: A comparison between US and international newspapers. *Journal of Computer-Mediated Communication*, 12(1), article 13. <http://jcmc.indiana.edu/vol12/issue1/dimitrova.html>.

Jolley, L. (2005). Computers and social identity. In Minka

Zlateva (Ed.), *John Atanasov i novata civiliacia* (John Atanasoff and the new civilization) (pp. 142-146), Sofia, Bulgaria: Sofia University Press, St. Climent Ochridsky.

■ CONFERENCE PAPERS

Albertson (Boss), J. (2005). Direct-to-consumer television advertisements of prescription drugs and their impact on physicians' prescription-writing tendencies. Paper presented to the Advertising Division, AEJMC annual conference, San Antonio, TX.

Anton, F. (2005). Cultivating fear: The effects of TV news on the public's fear of terrorism. Paper presented to the annual convention of the Association for Education in Journalism and Mass Communication, San Antonio, TX, August.

Anton, F., Rey, R., Abbott, E., & Bugeja, M. (2006). Facebook me!: The social divide between student newspapers and main

line newspapers. Top 2 paper presented to the Mass Communication Division, AEJMC annual convention, San Francisco, CA.

Baek, Y. M. (2006). A longitudinal analysis of Internet diffusion in 68 countries: The effects of economic, social, demographic and telecommunication factors. Paper presented to the Communication and Technology Division, the International Communication Association conference, Dresden, Germany, June 19-23.

de Guzman, A. (2007). Greenpeace cyber-advocacy: The framing of "Say no to genetic engineering" campaign. Paper presented to the Science Communication Interest Group, the AEJMC midwinter conference, Reno, NV.

de Guzman, A. & Chen, K. J. (2008). Greenpeace visual framing of genetic engineering. Paper presented to the Visual Communication Division, AEJMC annual convention, Chicago, IL.

- Harms, C., & **Patridge, A.** (2006). Wireless Internet chat insecurity: The danger of wireless communication. Paper presented at the ISU Human Computer Interaction Forum, Ames, IA.
- Lee, S., **Cheng, X.**, & Abbott, E. (2008). Online news reports and newsworthiness: A study of the electronic bulletin board system (BBS) in China. Paper presented at the annual ICA conference, Montreal, Canada.
- McDonough (Claussen), K. (2005). The utility of agricultural extension online resources to farmers. Paper presented to the Communication Technology Division, AEJMC annual conference, San Antonio, TX.
- Mula, S. (2007). Finding golden rice in the GMO arena: The framing of golden rice and agricultural biotechnology in Philippine newspapers. Paper presented at the Southern Association of Agricultural Scientists annual conference, Mobile, AL.
- Mula, S. (2006). Golden rice—promise or peril? The view from Philippine farmers. Paper presented at the international meeting of the Association for Communication Excellence (ACE) in Agriculture, Natural Resources, and Life and Human Sciences, Quebec City, Canada.
- Oh, P. (2007). Netting alone. Paper presented to the Communication Technology Division, AEJMC midwinter conference, Reno, NV.
- Oh, P. (2007). The role of television in the creation of social capital: Construction and application of a social capital index. Paper presented to the Public Relations Division, the annual ICA conference, San Francisco, CA.
- Peterson, J. W., Bugeja, M., & **Scharpe, J.** (2008). Source selection: A case study on agenda setting in newspaper reports following an FDA announcement on meat cloning. Paper presented to the Science Communication Interest Group, AEJMC annual convention, Chicago, IL.
- Rodriguez, L. & **Hong, H.** (2006). Metaphor use in stem cell research coverage: A comparison of US and South Korean newspapers. Paper presented to the Science Communication Interest Group, AEJMC annual convention, San Francisco, CA.
- Rodriguez, L., & **Zheng, X.** (2007). Newspaper coverage of genetic modification events in China, Thailand and the US: A cross-cultural analysis. Paper presented to the Science Communication Interest Group, AEJMC annual convention, Washington, DC.
- Scharpe, J. (2008). Tracking innovation: A historical analysis of factors associated with beef magazine start-ups from 1850 to 1990. Paper presented to the History Division, AEJMC annual convention, Chicago, IL.
- Weare, A. (2008). A qualitative study of pro-rating disorder nlogging communities. Paper presented to the Commission on the Status of Women, AEJMC annual convention, Chicago, IL.
- Zheng, X.**, & Rodriguez, L. (2007). Newspaper coverage of genetic modification events in China, Thailand and the US: A framing analysis. Paper presented to the International Consortium on Agricultural Biotechnology Research. Ravello, Italy.
- **MASTER'S THESES**
- Albertson, (Boss) J. (2004). Direct-to-consumer TV advertisements of prescription drugs and their impact on physicians' prescription-writing tendencies.
- Anton, F. (2005). Cultivating fear: The effects of TV news on the public's fear of terrorism.
- Benton, H. (2005). Analysis and trends in the growth of the equine media and reporting in the US.
- Berghefer, S. (2006). A virtual reality training module on environmental and health safety.
- Cheng, X. (2006). Online news reports and reader interactivity: An exploratory study of the electronic bulletin board system in China.
- Chun, S. (2005). US newspaper coverage of bioterrorism after the September 11 attacks.
- de Guzman, A. (2008). Greenpeace cyber-advocacy: Message strategies and the framing of the "Say no to genetic engineering" campaign.
- Evans, J. H. (2006). The influence of risk perception on behavior.

ior: A study of adolescents and anti-tobacco campaigns.

Kuban, A. (2007). The US broadcast news media as a social arena in the global climate change debate.

Li, Q. (2006). Framing risk: How the People's Daily and the Straits Times covered the 2003 SARS epidemic in China and Singapore.

Liu, Y. L. (2005). The uses and gratifications derived from bulletin board systems in China.

McDonough (Claussen), K. (2004). The utility of Iowa State University's agricultural extension online resources to Iowa farmers: A uses and gratifications perspective.

Mula, S. (2006). Golden rice and agricultural biotechnology: A comparison between the perspectives of Bohol farmers and Philippine media frames.

Neznanski, M. (2007). Acting globally, thinking locally: How five Iowa newspapers developed news content and business strategy for online delivery.

Patridge, A. (2006). It came from the Internet: Media diffusion of computer security threats. Thomas, J. (2007). Predicting the next communication technologies using McLuhan's tetrad theory.

Weare, A. (2008). A qualitative study of pro-rating disorder nlogging communities. Paper presented to the Commission on the Status of Women, AEJMC

annual convention, Chicago, IL.

Zheng, X. (2007). Newspaper coverage of genetic modification events in China, Thailand and the US: A cross-cultural analysis.

■ MASTER'S THESES IN PROGRESS

Chang, S. H. Biofuels in the local agenda: Media frames vs. audience frames.

Chen, K. J. The uses and gratifications derived from instant messaging systems: A comparison of Taiwanese students in the US and Taipei.

Drewski, E. The uses and gratifications college students derive from MP3 systems.

Enz, T. L. Defining opinion leadership for the adoption of environmental practices in the contemporary farm community.

Ghuge, S. Factors affecting anti-AIDS behavior among American teenagers.

Hebshi, S. Ethanol in the news: A comparative analysis of national and local newspaper coverage.

Hippen, R. Facilitating the transfer of intellectual property to Iowa's small business community.

Jordan, Z. Adolescents' cyberconnections: Net generation's virtual moratorium, identity definition and disclosure online.

Labra, J. Paving the last mile of connectivity: Mapping the flow of rural health care information and identifying viable

entry points for information and communication technologies in Uganda.

Lee, K. S. Female genital mutilation: Risk communication campaigns against a social convention.

Scharpe, J. M. Crisis communication during *E.coli* outbreaks and ground beef recalls: The beef industry's response and plan.

Appendix E:

Job opportunities for doctoral program graduates, Academic

2006

■ CORNELL UNIVERSITY. Department of Communication

The Department of Communication at Cornell University is seeking two social science scholars to conduct research and to teach in one or more of the following areas: communication theory, research methods, persuasion, and/or communication technology. The successful candidates will have a Ph.D. in Communication or closely aligned field and have (or show promise of developing) a national/international reputation **doing theory-based empirical research that will contribute to the Department's core strengths in science and environmental communication**, mass media and social issues, and communication and technology; scholars whose work crosses two or more of these areas are especially sought.

The successful candidates must be able to develop a research program connected to college and university priorities in information science, applied social science, life science issues, environmental issues,

and/or public outreach, and should have a high potential for attracting external research funding. Communication faculty teach two to three graduate and/or undergraduate courses per academic year, and advise students in the Department's B.S., M.S., and Ph.D. programs. Cornell offers a highly competitive salary and benefits package. Support for start-up research costs will be available. Women and minorities are especially encouraged to apply.

Send letter of application addressing position qualifications and goals, vita, official academic transcripts, names and contact information of three references. Please request that each reference submit a letter of recommendation. All materials should be sent to Erin Hanlon, Search Committee Coordinator, Department of Communication, 337 Kennedy Hall, Cornell University, Ithaca, NY 14853-4203. For additional information, e-mail Dr. Michael Shapiro (mas29@cornell.edu) or telephone 607-255-6356. For more information about the Department of Communication, please visit our website at www.comm.cornell.edu.

■ GEORGETOWN UNIVERSITY Edmund A. Walsh School of Foreign Service

The Edmund A. Walsh School of Foreign Service launches searches to fill two tenured or tenure-track positions in **science, technology**, and international affairs. The Hery R. Luce Professorship in International Relations and Information Technology Scholars whose work explores the impact of the information revolution on world politics are invited to apply for the newly-created Henry R. Luce Professorship in International Relations and Information Technology. Candidates might be established professors in international relations who are now turning their **research attention to the ways in which communications technologies and the digital revolution are altering patterns of political and economic relations**. Alternatively, they might come from the ranks of scientists, engineers, or scholars in information, **communications, science policy**, law, economics or business, seeking to offer a fresh perspective on information technology and foreign policy issues. Academics at all levels are encouraged to apply.

Housed in the Program in Science and Technology in International Affairs in the School of Foreign Service, the Luce Professor will be charged with encouraging collaboration among the Georgetown faculty from many different academic disciplines in considering the impact of the information age on international relations (visit www.georgetown.edu/sfs). The Henry R. Luce Professorship in International Relations and Information Technology has been established with a grant to the Georgetown School of Foreign Service from the Henry Luce Foundation of New York.

The School of Foreign Service also seeks an assistant professor in **science, technology and international affairs**.

Candidates with a Ph.D. who specialize in the study of policy related to science, business, information and communications technology are especially encouraged to apply for this tenure-track position in the School of Foreign Service's Program in Science, Technology, and International Affairs (STIA), although candidates in all the sub-fields listed below will be considered.

The STIA program (see www.georgetown.edu/sfs/programs/stia) offers an undergraduate major to more than 100 students in the Walsh School of Foreign Service. It addresses the intersection of science, technology, business and government in an international context, and is organized into four sub-fields: business,

information and communications, including the impact of innovations in information technology on business, government, and international affairs; **biotechnology and international health, including political, economic, cultural and social factors; technology and security, including nuclear proliferation, technology and military strategy, and unconventional security threats; and environmental science, politics and economics**. Successful candidates for these positions will be judged on the basis of their record in both teaching and scholarship.

Georgetown University is an equal opportunity/affirmative action employer. Candidates should submit a statement of interest, vita, and the names of three referees to: Chair, Luce Professorship and STIA Search Committee, c/o Dr. Peter Dunkley, Associate Dean for Faculty Affairs, Edmund A. Walsh School of Foreign Service, 301 ICC Bldg., Georgetown University, Washington, DC 20057.

■ **JOHNS HOPKINS UNIVERSITY
Bloomberg School of Public Health**

Applications and nominations are sought for the position of Chair of the Department of Population and Family Health Sciences.

The Department is the academic locus of a population-based, life-course development approach to health in the Johns Hopkins

Bloomberg School of Public Health. The Department has over 40 full-time faculty and over 90 part-time faculty and affiliates. The faculty is multidisciplinary, drawing from a diverse array of disciplines, including demography, communication sciences, epidemiology, economics, maternal & child health, policy analysis, developmental psychology and behavioral sciences. The Department is home to important centers for research, teaching and practice including the **Center for Communication Programs**, the Hopkins Population Center, the Center for Adolescent Health Promotion and Disease Prevention, the Bill & Melinda Gates Institute for Population and Reproductive Health, among others. The Department is focused internationally and domestically.

The Chair will be expected to have an active research and/or practice agenda. **The department presently offers academic training in four areas: child health and development; health communication; population studies; and reproductive, perinatal and women's health.** It has approximately 70 doctoral and 20 masters students, and 10 post-doctoral fellows, and is a core participant in the School-wide, interdepartmental Master of Public Health Program. The Department is one of nine departments in the largest and most academically acclaimed school of public health. Its activities are closely linked to those of the Johns Hopkins

Schools of Medicine and Nursing and to the Johns Hopkins Hospital and Health System.

Minority and women candidates are particularly encouraged to apply. The Johns Hopkins University is an affirmative action/equal opportunity employer. Please send applications to: Dr. Diane Griffin, Chair, Population and Family Health Sciences Search Committee, c/o Ms Amanda Cline, Johns Hopkins Bloomberg School of Public Health, 615 N. Wolfe Street, Room W1041, Baltimore, MD 21205-2179, acline@jhsp.edu.

■ **LEHIGH UNIVERSITY**
Department of Journalism and Communication

The Department of Journalism and Communication invites applications for a tenure-track assistant professor in mass communication. The successful candidate will be able to teach a variety of undergraduate classes, including introductory mass communication, mass media and society, and persuasion. The candidate should also have experience as a journalist and be able to teach courses such as feature writing, news writing, editing, and reporting. **Global or environmental communication interests will be an asset.** A Ph.D. is required by appointment start date.

The candidate will be expected to teach two courses per semester, advise students, participate in departmental and college service, and conduct an active research

program. Salary and benefits are highly competitive.

The department has served a small undergraduate program of superior quality since 1927. It has six full-time and five part-time faculty. With major and minor programs in journalism, science and environmental writing, and communication, it enrolls about 160 majors and minors. The campus newspaper has been published for 110 years. Lehigh University ranks 32nd among national universities in the 2005 *U.S. News & World Report* ratings and is in the most competitive category in both *Peterson's Guide* and *Barron's Profile of American Colleges*. Lehigh is located on a scenic, 1,600-acre campus in historic Bethlehem in eastern Pennsylvania, adjacent to Allentown and Easton, and about one and one-half hours from New York and Philadelphia. The Lehigh Valley is an attractive place to live and work with reasonable cost of living, easy commuting, good schools, and abundant cultural activities.

Applicants should submit a vita, letter of application, a statement of teaching philosophy and research interests, and two samples of scholarly work. Applicants should also request that three letters of reference be sent. Materials should be sent to: Professor Walter Trimble, Chair, Department of Journalism & Communication, 33 Coppee Hall, Lehigh University, Bethlehem, PA 18015. Lehigh University is an equal opportunity/affirmative action employer.

■ **MIDDLE TENNESSEE STATE UNIVERSITY**
School of Journalism

The School of Journalism, an ACEJMC-accredited program, seeks two tenure-track assistant or associate professors beginning July 1, 2006.

PR Position #143360. Scholar with professional experience to teach undergraduate public relations courses with a secondary interest in teaching general mass communication theory or methods at the graduate level. **Individuals with a research interest in health communication or political communication are particularly encouraged to apply**, although applications from a variety of public relations specialties will be welcome. Expertise in quantitative methods desirable.

News/Magazine Position #143300. Scholar with professional journalism experience to teach basic and advanced writing courses and develop undergraduate courses in area of specialization. Specialty areas may include free expression, news and public opinion, religion, music/entertainment, news and technology, literary journalism, **science and the environment**, computer assisted reporting. A possibility of teaching in graduate program in mass communication.

The School of Journalism has over 700 students and 20+ faculty who teach in one of four

sequences: news/magazine, advertising, public relations, or media design. MTSU is located 30 miles southeast of Nashville. More information about the university can be found at www.mtsu.edu.

Send letter, vitae, and names of three references to Larry Burriss, News Search Committee Chair, or Zeny Panol, Public Relations Search Committee Chair, Box 64, Middle Tennessee State University, Murfreesboro, TN 37132. EO/AA.

■ PURDUE UNIVERSITY Department of Communication

This position will emphasize the study and pedagogy of risk communication as an interactive process involving stakeholders in dialogue about the social creation of risk meaning and the technical hazards surrounding environmental health, science, and technology. The successful candidate will be expected to develop a nationally recognized research program that studies risk communication. Other responsibilities include teaching related undergraduate and graduate courses in public relations and/or health communication and developing youth-based educational programs on risk communication that can be delivered in informal educational settings.

The successful candidate is expected to collaborate with other faculty in the communications area, as well as

faculty in other areas affected by issues surrounding risk communication.

Candidates must have earned a Ph.D. in communication or related discipline with emphasis in one or more of the following areas: agricultural communication, health communication, mass communication, journalism, and/or public relations. Familiarity with risk communication-related issues and the agricultural industry is desirable. They must be able to work effectively in a team environment, have excellent oral and written communication skills, and be able to conduct and publish high quality research. Salary and rank are competitive and commensurate with experience and training.

The Department of Communication is located in the School of Liberal Arts. The department is home to 37 faculty and approximately 900 undergraduate and 80 graduate students.

Please send: a current curriculum vitae; a brief narrative summary outlining experiences, goals, and qualifications for this position; and three letters of recommendation. Send requested materials to: Dr. Marifran Mattson, Search Committee Co-Chair, Purdue University, Department of Communication, Beering Hall of Liberal Arts and Education 2114, 100 N. University Street, West Lafayette, IN 47907-2098, Phone: 765-494-7596, Fax: 765-496-1394, E-mail:

MMattson@sla.purdue.edu. Purdue University is an equal-opportunity/equal access affirmative action employer.

■ PURDUE UNIVERSITY Department of Youth Development and Agricultural Education

This position would serve as the lead faculty member for the agricultural communications undergraduate program, coordinating and executing teaching, counseling, and placement duties. The successful candidate will be a member of the faculty in the Department of Youth Development and Agricultural Education. Responsibilities will include coordinating the core undergraduate requirement in communication competency, facilitating a capstone experience in agricultural communications, teaching an upper-level course in science communication, science journalism, and/or public issues management, conducting externally funded research in some area of science communication or public issues management, and developing effective youth-based educational programs on effective communication strategies. Development of effective collaborations within the university system and outside with industrial partners is expected.

Candidates must have earned a Ph. D. in agricultural communications, communication, journalism, public relations or related

discipline. Familiarity with science communication-related issues facing youth and the agricultural industry is desirable. They must be able to work effectively in a team environment, have excellent oral and written communication skills, and be able to conduct and publish high quality research.

Salary is competitive and commensurate with experience and training.

The Department of Youth Development and Agricultural Education is comprised of three major educational programs: an undergraduate and graduate program in agricultural education; an undergraduate program in agricultural communication; and the 4-H youth program. The department has 11 faculty; 130 undergraduate (90 in agricultural education and 40 in agricultural communication) and 60 graduate students.

Please send: a current curriculum vitae; a brief narrative summary outlining experience, goals, and qualifications for this position; and names, addresses, phone numbers, and e-mail addresses of three references who may be contacted for letters of recommendation, if requested by the search committee. Send requested materials to: Dr. Roger Tormoehlen, Head, Department of Youth Development and Agricultural Education, 615 W. State Street, Purdue University, West Lafayette, IN 47907-2053, Phone: (765) 494-8422, Fax: (765) 496-1152, E-mail: torm@purdue.edu.

■ STANFORD UNIVERSITY Department of Communication

Stanford University's Department of Communication seeks to appoint a tenure track assistant professor whose areas of expertise include the **intersection of technology and human behavior and/or society** (e.g., individuals, groups, organizations, societies, cultures, governments). Relevant disciplines include communication, anthropology, computer science, economics, law, organizational behavior, political science, public policy, psychology, and sociology. Candidates should have a demonstrated commitment to excellence in research and teaching (at both the undergraduate and graduate levels). Ph.D. required.

Send CV, three letters of recommendation, and samples of written work to Professor Clifford Nass, Search Committee Chair, Department of Communication, McClatchy Hall, Stanford University, Stanford, CA 94305-2050. Women and minorities are particularly encouraged to apply. Stanford University is an equal opportunity employer.

■ THE UNIVERSITY OF CALIFORNIA Department of Epidemiology and Preventive Medicine

Assistant or associate adjunct professor, social marketing nutrition/cancer prevention. Applicants must possess a doctoral degree in nutrition,

epidemiology, behavioral science, communications, public health, medicine or a related field. **Experience in intervention/health promotion programs and research related to public health nutrition and behavioral interventions is required.** Responsibilities include a leadership role in the Center for Advanced Studies in Nutrition and Social Marketing, development of an independent research program, and teaching.

Send CV and the names of five references to Marc Schenker, MD, MPH, Department of Epidemiology and Preventive Medicine, TB-168, One Shields Avenue, University of California, Davis, CA 95616-8638.

■ UNIVERSITY OF FLORIDA Department of Public Relations

Assistant professor of public relations with specialization in risk communication management in health or science. The Department of Public Relations in the College of Journalism and Communications at the University of Florida seeks applications for a nine-month tenure-track assistant professor position with a **focus on risk/crisis communication management, particularly in health and sciences.** The successful candidate will teach graduate and undergraduate courses in public relations. **Successful applicants must have experience or demonstrated expertise in risk communication management. Interest in health or science**

communication is highly desirable. In addition, successful applicants must have the academic expertise to teach/conduct research in risk communication management. The person selected must establish a research record at a level appropriate for an AAU institution. In addition to supervising theses and dissertations, the faculty member also will supervise MA non-thesis option programs, advise undergraduate and graduate students, engage in governing and other service activities, and demonstrate interest in contributing to the internationalization of the college and university.

Candidates must possess an earned Ph.D. in communication or other relevant field and a record of or potential for original research. Relevant professional experience is preferred. Other qualifications include evidence of or potential for excellence in teaching and for working productively and effectively in and contributing to a collegial environment.

The Department of Public Relations is the largest public relations program in the country, with 10 tenured or tenure-track faculty, soon to be 11. It serves approximately 710 undergraduate majors and 50 graduate students. The department consistently is ranked among the top three public relations programs in the country and aspires to be the very best. The College of Journalism and Communications (www.jou.ufl.edu) has 60 faculty

members teaching in four departments: Public Relations, Advertising, Journalism, and Telecommunication. It has 2,900 undergraduate and 230 graduate students (including 55 doctoral students). A recognized national leader in the field, the College offers four undergraduate bachelor of science degrees, Ph.D. and Master of Arts degrees in mass communication and joint Ph.D./JD and MA/JD degrees with UF's College of Law.

The University of Florida, one of the most comprehensive universities in the nation, is a member of the Association of American Universities and is included in the Carnegie Commission's list of leading research universities. UF's 48,000 students come from all 50 states and more than 100 countries.

Send application materials (application letter; curriculum vitae; statement describing teaching, advising, and scholarship goals; copies of course evaluations for three years, if available; sample publication or paper; and names and telephone numbers of three references) to: Dr. Linda Childers Hon, Chair, Public Relations Search Committee, College of Journalism and Communications, University of Florida, P.O. Box 118400, Gainesville, FL 32611-8400.

The search is conducted under Florida's open records laws, and all documents are open for public inspection. Minorities and women are encouraged to apply.

AA/EEO employer. Contact (352) 392-6522 or lhon@jou.ufl.edu for more information.

■ UNIVERSITY OF FLORIDA Department of Public Relations

The Department of Public Relations in the College of Journalism and Communications seeks applications for a nine-month tenure-track assistant professor position. Requires Ph.D. or equivalent degree in a relevant field; potential for, or demonstrated record of, effective teaching, research, publication and service commensurate with the level of employment and with the productivity expected at a major research university; appropriate professional experience. The successful candidate also will have the ability to teach effectively two or more introductory and advanced undergraduate courses (including public relations principles, writing, visual communications and campaigns) and one or more graduate courses in public relations (including theory, research and management). The successful candidate also will be able to advise undergraduate and graduate students, supervise theses and/or dissertations, and contribute to the internationalization of the college and the university.
Interest in health and science communication is a plus.

The College has 70 faculty members in four departments—Advertising, Journalism, Public Relations, and

Telecommunication—and its broadcasting facilities which include WUFT TV-FM, WLUF-TV, and WRUF AM-FM. It has 3,000 undergraduate and 193 graduate students. The Department of Public Relations has 821 undergraduate students and 40 graduate students. Send application materials, including cover letter; curriculum vitae; statement describing teaching, advising and scholarship goals; copies of teacher/course evaluations for no more than five years; and names and telephone numbers of three references to: Dr. Linda Childers Hon, chair, Public Relations Search Committee, College of Journalism and Communications, University of Florida, PO Box 118400, Gainesville, FL 32611-8400.

The search is conducted under Florida's open records and open meetings laws, and all documents are open for public inspection. Minorities and women are encouraged to apply. AA/EEO/ADA employer.

■ **UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN**
Department of Human and Community Development,
College of Agricultural Consumer and Environmental Sciences

The department head will provide leadership for long-term policies, organizational structure, teaching programs, and research and outreach initiatives, and be responsible for administration of all departmental academic

activities. The mission of the Department of Human and Community Development (www.aces.uiuc.edu/hcd) is to improve the lives of children, youth, and adults in the context of families, communities, and societies. Faculty are engaged in basic and applied research in child and adolescent development, family studies, community and rural development, **agricultural and environmental communications and education and extension/ outreach.** The 22 faculty in the department have diverse disciplinary backgrounds including human development, family studies, psychology, sociology, education, communications and anthropology.

A Ph.D. in at least one area of emphasis of the department or a closely related field. The candidate must be tenurable as professor, with a commitment to interdisciplinary programs and initiatives. The candidate should have a strong background in research and in teaching or outreach education, as well as a demonstrated record of administrative and resource development accomplishments. The candidate should have excellent communication skills and the ability to work effectively with faculty, students, staff, administrators, and external constituencies. Experience in a land-grant institution is desirable. Salary is commensurate with experience and qualifications.

Applicants should send a letter of application indicating the basis for their interest in the

position, a full curriculum vitae and the names, addresses and phone numbers of five persons familiar with the candidate's qualifications and experience to: Dr. Sharon Donovan, Search Committee Chair, College of ACES, University of Illinois, 122 Mumford Hall, 1301 West Gregory Drive, Urbana, IL 61801-3605; Tel. 217-244-2285; Fax 217-244-2911; e-mail: sdonovan@uiuc.edu. The University of Illinois is an affirmative action/equal opportunity employer.

■ **UNIVERSITY OF MISSOURI**
Advertising Department,
School of Journalism

We seek an assistant or associate professor specializing in health communication to fill a new position created by new state funding. The ideal candidate will have a solid understanding and proficiency in a broad tool kit of communication skills, but especially in the integration of communication tools to target audiences with effective campaigns. The ability to use research to develop effective strategy, infuse creativity and produce results is critical. The ability to work with our many campus strengths in health informatics, cancer communication, food science, and medicine is a strong plus. Missouri's Advertising Department uses a strategic communication approach emphasizing research-based communication planning, a global/multi-cultural

perspective, new technologies and relationship-building. This innovative program prepares students to address issues and branding opportunities in a measurable way across a variety of media. The Missouri School of Journalism offers ample opportunities to conduct funded research projects through our internationally renowned Center for Advanced Social Research and to collaborate with energetic scholars pursuing active research agendas.

Applicants should possess excellent academic credentials and strong potential for scholarly productivity, with significant professional experience in public relations or health communication a valued credential as well. Ph.D. or ABD required. Excellent teaching, of course, is expected of all Missouri faculty.

Applicants should submit a letter of application, curriculum vitae, statement of teaching philosophy, evidence of teaching ability, and three references. Also included should be a brief description of the applicant's academic or professional development goals and copies of recent research papers and/or summaries of recent creative activity. Submit to: Rene Rau, Health Communication Search Committee, Missouri School of Journalism, 103 Neff Hall, Columbia, MO 65211-1200. Screening of applications will begin February 28, 2003, and continue until the position is filled. The University of Missouri-Columbia is an

aggressive equal opportunity and affirmative action employer. To request ADA accommodations, please contact our ADA Coordinator at (573) 884-7278 (V/TTY).

■ **UNIVERSITY OF SOUTH CAROLINA**
School of Journalism and Mass Communications

The University of South Carolina, Columbia, announces it is accepting applications for three faculty positions beginning fall 2006 at the assistant or associate rank, dependent upon the credentials of the selected candidate, in the broad area of **public communication of science, technology, health and risk communication**. These positions were created under the University's innovative Faculty Excellence Initiative in order to establish a cluster of scholars who collaborate with one another and with other interested faculty on research projects and other scholarly activities of mutual interest. These appointments will be tenure-track positions in different academic units in which the faculty member will teach a regular course load and otherwise satisfy the unit's tenure and promotion requirements. One of these three positions will be located in the School of Journalism and Mass Communications within the College of Mass Communications and Information Studies; one in the Department of Health Promotion, Education and Behavior within the Arnold School of Public Health; and one in the

Department of Philosophy within the College of Arts and Sciences.

Applicants should hold a doctoral degree in the relevant discipline by the time of appointment. A record of success in both scholarship and teaching, and an active interest in interdisciplinary work on communication-related issues are expected for any of these positions. The School of Journalism and Mass Communications seeks a candidate with a record of published research (or clear promise of the ability to develop such a program) in risk communication and the mass media, drawing from the literature on social amplification theory, knowledge gap research, information seeking and processing behavior, social marketing strategies, public understanding of science and technology, or other related areas of scholarship. A doctoral degree in journalism, mass communication or a closely related field is expected. A record of success in seeking extramural funding is an advantage. We seek a researcher who can contribute to the development of informed communication practice that takes cultural values into account.

Our normal teaching load is two undergraduate or graduate courses per semester. The School offers the B.A., M.A., M.M.C. and Ph.D. degrees. Our research and scholarship encompasses a number of themes, in particular: health and science communication; mass media, religion, ethics and

social values; and convergence and new media technologies. We have active collaborative relationships with faculty across campus, including those in the Arnold School of Public Health (<http://www.sph.sc.edu>), the School of the Environment (<http://www.enviro.sc.edu>), and the USC NanoCenter (<http://nsts.nano.sc.edu>). We offer five undergraduate programs of study (public relations, advertising, print journalism, broadcast journalism, and visual communications) to over 1,500 majors. The graduate program offers course work in these areas, as well as integrated communications. The School of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The College of Mass Communications and Information Studies also includes our sister school, the School of Library and Information Science, creating opportunities for shared research in a number of areas, including health literacy.

For more information about this position, contact Dr. Susanna Priest, spriest@gwm.sc.edu. For additional information, including descriptions for the positions in health promotion and in philosophy, visit <http://www.sc.edu/pcsth>.

To apply for any of these positions, including the risk communication position, send a complete dossier, including current CV, graduate transcript, three current letters

of recommendation, one or two examples of written work, and evidence of teaching ability, to: Davis Baird, Chair, Public Communication Cluster Search Committee, Position in Risk Communication, South Carolina Honors College, Harper College, University of South Carolina, Columbia, SC 29208. Note that application review dates and other hiring procedures vary among the positions. For additional information, including the name of a contact person within the home unit, be sure to refer to the description for the specific position in which you are interested. The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply.

■ THE UNIVERSITY OF SOUTH CAROLINA School of Journalism and Mass Communications

The College of Mass Communications and Information Studies at the University of South Carolina seeks full-time, tenure-track faculty to join its nationally accredited program. *Qualifications:* A Ph.D. with professional experience and a demonstrated record of research and publication is preferred. Candidates with a master's degree and significant professional experience will be considered. A record of scholarly and creative activity, teaching and service appropriate in the academic or professional track is required of all applicants. See our website at www.jour.sc.edu

for more information on tenure and promotion requirements.

Position: Health/Science communications. Open rank. PhD in Journalism, Mass Communications, Communications or related field preferred, with at least three years of professional experience in print or electronic journalism, social marketing, advertising or public relations, or visual communications, and a significant record of college-level teaching, research and creative activity, service, and publication. **Research interests and professional background in health/medical reporting or health/science communication required. Candidate must be able to lead School and College initiatives in health communications.** Expertise in the area of how individuals process persuasive messages such as advertisements, a track record of grants and publications in this area, ability to work with multiple disciplines across the university, including the School of Public Health and others desired. Teaching competencies in one or more of the School's sequences: print and electronic journalism; advertising and public relations; visual communications. Teaching at the undergraduate and graduate level desired.

The School of Journalism and Mass Communications offers the B.A., M.A., M.M.C. and Ph.D. degrees. The School enrolls about 1,500 undergraduates and 100 graduate students. Its teaching faculty consists of

35 full-time and 12 part-time faculty members. The School has a strong tradition of teaching excellence, research, public service and service to scholastic journalism and enjoys strong ties to and support of the mass media and communications industries in the Southeast. The School was established in 2002 as a result of a merger between the former College of Journalism and Mass Communications and College of Library Information Science that created a new College of Mass Communication and Information Studies that now houses the two schools. The School continues the tradition of excellence in training print and broadcast journalists, advertising and public relations specialists, and is one of the oldest nationally accredited journalism and mass communication programs along the Eastern Seaboard. The School is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The University of South Carolina is an eight-campus, state-assisted institution with more than 26,000 students at its Columbia campus. Columbia is the state capital with a diverse population of nearly half a million. It is located within two hours of both the Atlantic Ocean and the foothills of the Appalachian Mountains. For additional information about the School and College, please visit our Web site at www.jour.sc.edu.

Send letter of application, vitae and letters of evaluation from three references to: Chair, Search Committee, School of Journalism and Mass

Communications, College of Mass Communications and Information Studies, University of South Carolina, Columbia, SC 29208. The University of South Carolina is an equal opportunity employer and specifically invites and encourages applications from women and minorities.

institution with more than 26,000 students at its Columbia campus. Columbia is the state capital with a diverse population of nearly half a million. It is located within two hours of both the Atlantic Ocean and the foothills of the Appalachian Mountains. For additional information about the School and College, including information on other faculty openings, please visit our Web site at www.jour.sc.edu.

■ **UNIVERSITY OF WISCONSIN-MADISON
Center of Excellence in Cancer
Communication Research**

Post doctoral fellowships (two openings) are available at the University of Wisconsin-Madison Center of Excellence in Cancer Communication Research. If you have a background in health sciences or communications, apply to develop expertise in cancer-related eHealth. Deadline is May 1, 2005. For more information, visit <http://chess2.chsra.wisc.edu/tecc/postgrad.htm>.

■ **UNIVERSITY OF WISCONSIN-MADISON
School of Journalism and Mass
Communication**

The University of Wisconsin-Madison seeks a full-time assistant professor with a demonstrated commitment to excellence in research, teaching, and service. We welcome applications from researchers dedicated to the study of mass communication who are eager to advise graduate students. The School is a community of productive scholars who value collaborative, creative, and substantive scholarship from various conceptual and analytical perspectives. Current strengths include media psychology, sociology of communication, political communication, **health and science communication**, law and history of mass media, international communication, media studies of race and gender, and the exploration of new media technologies. In particular, we seek applications from communication scholars committed to teaching strategic communication. By strategic communication, we mean concepts and skills integral to advertising, public relations, marketing communications, health information, political campaigns, and social movements. A focus on new media will be considered a plus in combination with a strategic communication background.

Our new colleague will teach at the graduate and undergraduate levels. The regular course load at the School is two courses per semester; faculty members also supervise a large body of energetic and highly motivated masters and doctoral students.

A Ph.D. must be completed in a field related to the research and teaching area; research and publications commensurate with experience or evidence of ability to carry out a high quality research program; evidence of or potential for teaching excellence. Professional experience in strategic communications is highly desirable.

The University of Wisconsin is home to one of the oldest schools of journalism and mass communication in the United States. The School, which celebrated its centennial during the 2004-05 academic year, has approximately 20 faculty and instructional staff. These instructors direct 400 undergraduates and 100 graduate students. At the graduate level, the School provides a professional and research MA and shares a leading doctoral program with the Department of Life Sciences Communication. The School operates in one of the nation's finest public universities and enjoys outstanding resources, including libraries, teaching and research laboratories, and various sources of research support. Housed within the College of Letters and Science, it is also home to the Mass Communication Research Center, the Center for Communication and Democracy, the Frank Thayer Center for the Study of Mass Communication Law and Management, and the Center for Environmental Communications and Education Studies. The School's faculty has close relationships with other leading departments on

campus. The campus lies in rolling, wooded hills along the shore of one of Madison's four lakes. Residents enjoy excellent athletic facilities and a thriving entertainment and cultural environment. Madison, the state capital, consistently ranks among the top American cities for its quality of life.

Telephone and e-mail inquiries to discuss this position are welcome. Contact Prof. Dhavan Shah, Search Committee Chair, (608) 262-0388. To apply, send a letter of interest, curriculum vitae, three letters of reference, and samples of scholarly work to: Prof. Dhavan Shah, Chair, Search Committee, School of Journalism and Mass Communication, University of Wisconsin-Madison, 821 University Avenue, Madison, WI 53706-1497. Unless confidentiality is requested in writing, information regarding the applications must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an equal opportunity and affirmative action employer. We actively seek a diverse faculty.

■ UNIVERSITY OF WISCONSIN-MADISON Vilas School of Journalism and Mass Communication

The University of Wisconsin-Madison has created a cluster of three faculty positions in the interdisciplinary area of communication technologies and information policy. The University desires to fill the

remaining vacant position with a scholar whose orientation is, broadly construed, social scientific. Areas of focus could include: information policy, information economy, **science or health communication**, electronic publishing, alternative uses of technology, effects of technology on ethnic cultures, technology and social networks, psychosocial aspects of the interaction between technology and individuals.

Successful candidates will use the cluster structure as a catalyst for independent and collaborative research, undergraduate and graduate teaching, and developing new courses. Successful candidates will also be comfortable with the use of technologies for teaching and learning. Appointment will be made at any level with preference given to assistant professor (tenure track.).

Applications should include a CV and a statement describing research interests, accomplishments and direction, as related to the description above. Names and contact information for three references should also be sent to the Search Committee chair: James P. Dillard, Center for Communication Research, University of Wisconsin-Madison, 821 University Avenue, Madison, WI 53706-1497. Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

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■ APPALACHIAN STATE UNIVERSITY Department of Communication

Appalachian State University's Department of Communication seeks candidates for three positions beginning August 2008. Assistant/associate professor in health communication:

The successful candidate will teach health communication and research methods and will lead the development of a health communication concentration.

Assistant/associate professor in public relations: The successful candidate will teach in the undergraduate PR curriculum and advise an active PRSSA chapter.

Lecturer or tenure-track assistant/associate professor in broadcast management and news. Professional experience in broadcast management, sales and/or TV news preferred. Assignment will include teaching courses in news production, electronic media management, and other broadcast courses.

An earned doctorate in Communication or related field is required for tenure-track appointment. Rank and salary are commensurate with experience and qualifications. Other responsibilities include teaching departmental core courses as needed, advising undergraduates, maintaining a program of scholarly activity, and participating in departmental, university, and professional service. A completed application will include an application letter,

curriculum vitae, a teaching philosophy statement, photocopies of all official college transcripts, and the names, addresses, phone numbers and e-mail addresses of at least three references.

Review of completed applications will begin November 1 and continue until position is filled. Send materials to: Chair, (name of position) Search Committee, Department of Communication, P.O. Box 32039, Boone, NC 28608-2039.

The Department of Communication (<http://www.asu.com.appstate.edu>) has a strong commitment to promoting diversity among our five majors and throughout the university community. Appalachian State University is an equal opportunity, affirmative action employer.

■ ARIZONA STATE UNIVERSITY Department of Communication Studies

The ASU Department of Communication Studies, located at the west campus in Phoenix, plays an integral role in Arizona State University's multi-campus research and teaching mission. One of several ASU departments offering communication degrees, Communication Studies is strongly committed to interdisciplinary scholarship, methodological diversity, a collegial environment, the blending of liberal arts and human services traditions, and a rigorous undergraduate and graduate education. The department benefits from its location on an intimate campus (8,500 students) with excel-

lent library and faculty support services as well as access to the vast resources of the larger ASU system of campuses. The department consists of 10 full-time faculty and is adding these two assistant professor positions to better serve our 300 undergraduate majors and 40 M.A. students.

We seek exemplary teacher-scholars to support the department's strengths in two areas. Candidates with qualifications that match either of the descriptions below or some combination of the two are encouraged to apply. Please visit our web site at http://www.west.asu.edu/chs/depts_schools/comm_studies/.

Position 1. Applied Interpersonal Communication. **The department seeks a scholar with research and teaching expertise in applied communication with emphasis in one or more of the following applied contexts: health, science,** aging, family relationships, youth development, work relationships, mediated relationships, interpersonal advocacy. Position 2. New Media. The department seeks scholars with teaching and research expertise in the study of new media with emphasis in one or more of the following areas: emerging technologies; race, ethnicity, and media; political economy and media; global media; media theory.

Ph.D. required by 8/15/2008; relevant area of research specialization; an active program of research, with potential to establish excellence in scholarship; a strong record of publica-

tion; evidence of excellence in teaching. Capacity to advance the department's commitment to serving diverse students and communities; potential for academic entrepreneurship and/or acquisition of external funds; capacity to teach courses related to advocacy; experience in teaching undergraduate courses in scientific or humanistic research methods.

Application deadline: October 15th, 2007; if not filled, the 1st and 15th of each month thereafter until the search is closed. Application procedure: Send (1) a letter of application explaining fit with the appropriate position description(s), (2) a curriculum vita, (3) three letters of reference, (4) evidence of teaching effectiveness, and (4) samples of publications to Ms. Patricia Bellew, Search Committee Coordinator, Department of Communication Studies, Arizona State University, PO Box 37100, Phoenix, AZ 85069-7100. Electronic applications and supportive documents are invited. Please send electronic application along with supportive documents to: Patricia.Bellew@ASU.edu. ASU is an equal opportunity/affirmative action employer in policy and practice, and the Department actively seeks and supports a diverse workforce. A background check is required prior to employment. ASU offers applicants an opportunity to voluntarily self-disclose information for the University's diversity plan; applicants may complete an EEO survey for the position(s) to which they apply at: http://www.eoaa.asu.edu/aa_eeo_survey.asp.

■ BRYANT UNIVERSITY
Department of Communication

The Department of Communication in the College of Arts and Sciences at Bryant University invites applications for a tenure-track assistant professor position in interpersonal/health communication to begin Fall of 2008. Applicants must have a demonstrated commitment to teaching, research, and service, and hold a Ph.D. by the time of appointment.

The Department seeks a teacher/scholar at the assistant level to teach courses in interpersonal communication and related areas in health communication as well as introduction to communication. Applicants should have teaching and scholarship competencies that contribute to developing interdisciplinary programs and/or community-engaged learning initiatives.

Complete information regarding the required application process is available on-line at <http://employment.bryant.edu/applicants/Central?quickFind=50439>. For full consideration, applicants must apply electronically and attach a letter of interest, curriculum vitae, letters of recommendation, and writing samples at time of application.

Please send three letters of reference to: Kevin Pearce, Communication Search Chair, Bryant University, 1150 Douglas Pike, Smithfield, RI 02917. Find out more about us at: <http://web.bryant.edu/~comm>. Bryant University is a selective four-year, resi-

dential university with a strong tradition in business education and developing strengths in the liberal arts. We offer a select number of BA programs, as well as undergraduate and graduate degrees in business. We are located 15 minutes northwest of Providence, one hour from Boston, and three hours from New York City. The University serves approximately 3,000 undergraduates and 500 graduate (master's) students. Women and members of minority groups are encouraged to apply.

Bryant is an EEO/AA employer and an institution committed to diversifying its faculty, staff and students.

■ CALIFORNIA POLYTECHNIC STATE UNIVERSITY AT SAN LUIS OBISPO
Agricultural Education and Communication Department

Full time, academic year, tenure track position in **agricultural communication** in the Agricultural Education and Communication Department, College of Agriculture, Food and Environmental Sciences, Cal Poly, San Luis Obispo, CA. Responsibilities include: teaching undergraduate and graduate courses in agricultural education, advising students, assisting in co-curricular activities, and supervising internships, student teachers and graduate students. Professional development in the form of creative scholarly activity (research, consulting, and writing) is expected. Rank and salary are commensurate with qualifications and experience.

To apply, please visit <http://www.calpolyjobs.org>, complete a required online faculty application and apply to requisition #101454. Attach electronically a cover letter, resume/curriculum vitae, copy of transcripts, and candidate's statement, including teaching philosophy and professional goals as well as three letters of reference. Please see on-line posting for instructions on submitting any of the required materials that cannot be attached to the on-line application. Application review begins January 7, 2008. Selected applicant will be required to submit sealed official transcripts of highest degree. EEO.

■ **CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**
Communication Program

California State University Channel Islands seeks a tenure track faculty member (full professor) to join a new communication program that was launched Fall 2007. Our program is based on the ways in which language is used in a variety of specific social contexts. **We seek a colleague in the area of health and science communication broadly defined.** While the area of specialization may fall anywhere on the spectrum from provider-patient interaction to health promotion campaigns, the ideal candidate will be a senior scholar with program building experience.

Placing students at the center of the educational experience, California State University Channel Islands provides undergradu-

ate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Successful candidates will engage in the ongoing development of this new and growing university. Channel Islands, which opened August 16, 2002, is the 23rd campus of the California State University system. The 670 acre "green" campus is nestled in the hills of Camarillo, four miles from the Pacific Ocean between Santa Barbara and Los Angeles, in an area rich in agriculture, natural beauty, history and diverse cultural heritage. The 1930s Spanish mission style architecture adds beauty, charm and character to the campus, as well as historical significance. Among the many attractive features of this new university is the affordable, on-campus faculty housing.

■ **CALIFORNIA STATE UNIVERSITY SAN MARCOS**
Communication Department

The Department of Communication at California State University-San Marcos invites applications for a tenure-track assistant professor position in the area of **health and risk communication**. A Ph.D. in communication must be in hand by August 2008. Applicants must possess active research and teaching programs in health communication and demonstrated teaching effectiveness at the undergraduate level.

The successful candidate will work out of critical, qualitative, humanist, and/or rhetorical traditions.

All candidates whose research and teaching focus on health issues are invited to apply, but we will be particularly interested in applicants who have research and/or teaching interests in one or more of the following: aging, health and the environment, rhetoric of health, mediated health campaigns, health and identity, cultural competency and healthcare delivery, or health disparities. As the CSUSM Communication Department is a swiftly expanding program, we look for a candidate who is able and willing to contribute meaningfully to its development. Ethnic and racial minorities are especially encouraged to apply.

The successful candidate will engage in a program of original research around health issues; develop and teach courses in health communication; teach undergraduate courses in the Communication major curriculum; advise undergraduate students; work collegially with a faculty who reflect diverse interests and training.

Applications must include a letter of application, curriculum vitae, brief statements of teaching philosophy and research interests, and current teaching evaluations. Three letters of recommendation must be provided. Position is contingent upon funding. Applications, required documentation, and/or inquiries should be addressed to: Bud Morris, Chair,

Health and Risk Communication Search Committee, Communication Department, California State University, San Marcos
San Marcos, CA 92096-001; e-mail: bmorris@csusm.edu.

CSU San Marcos is an equal opportunity/Title IX employer. The University has a strong commitment to the principles of diversity and, in that spirit, seeks a broad spectrum of candidates including women, members of minority groups and people with disabilities.

■ **CARNEGIE MELLON UNIVERSITY**
Department of Engineering and Public Policy

Carnegie Mellon seeks post-doctoral fellows with technical backgrounds to address policy issues in energy and environmental systems (e.g., electric power including intermittency and storage, regional pollution, life-cycle analysis, climate change); information technology policy (e.g., computer security and privacy, software policy, broadband access and next generation networks, wireless, emergency responders); **risk analysis, perception and communication**; management of innovation and R&D policy (e.g., supply chains, offshoring, technology transfer).

Opportunities for dual-degrees with Portugal available. See <http://www.epp.cmu.edu>. Please contact Victoria Finney, EPP, Carnegie Mellon, Pittsburgh, PA 15213.

■ **CLARKSON UNIVERSITY**
Communication and Media Department

Tenure-track position available at assistant professor rank beginning August 2008. **Opportunity to teach and conduct research in technical, scientific, and/or professional communication.** We will consider a wide range of specializations such as new media, gender studies, intercultural communication, design, organizational communication, and usability. Evidence of successful teaching, of scholarly ability, and an active research agenda necessary. Women and minorities are encouraged to apply.

Currently the Communication and Media Department offers a BS degree in Communication and, in conjunction with Clarkson's Math and Computer Science Department, a BS degree in Digital Arts and Sciences. The C&M Department offers a broad range of communication courses, including writing, speech, digital video, photography, environmental rhetoric, web design, 3D animation, digital arts, information architecture, new media design, and instructional design. C&M faculty are encouraged to achieve their personal and professional potential in a highly supportive and collegial department.

A central teaching and research facility available to the successful candidate is the Center for Excellence in Communication. CEC facilities include a 22-seat communication and technology training classroom, teamwork areas, a digital video production

room, a usability testing lab, and a writing center. In addition, the CEC staff offers communication curriculum consulting, special project support, and distance education design advice and support.

Clarkson University, located in Potsdam, NY, is a private, nationally ranked university with a reputation for developing innovative leaders in engineering, business, the sciences, health sciences and the humanities. At Clarkson, 3,000 high-ability students excel in an environment where learning is not only positive, friendly and supportive, but spans the boundaries of traditional disciplines and knowledge. Faculty members achieve international recognition for their research and scholarship and connect students to their leadership potential in the marketplace through dynamic, real-world problem solving.

Located on the Raquette River in the foothills of the Adirondack Mountains, Potsdam is a classic college town situated between the St. Lawrence River Valley and the Adirondack Mountains. The area provides exceptional opportunities for outdoor activities and offers a very high quality of life. Across town, the State College at Potsdam boasts the Crane School of Music, which attracts national artists in classical music, opera, and jazz. Additionally, major Canadian cities, such as Ottawa and Montreal, are easily accessible.

Ph.D. preferred, ABD considered; corporate experience welcomed. Send letter of ap-

plication, resume, and dossier to Prof. Stephen Doheny-Farina, Department of Communication and Media, Box 5760, Clarkson University, Potsdam, NY 13699-5760. Inquiries should be made to sdf@clarkson.edu or (315) 268-6484. Clarkson University is an AA/EOE.

■ **COLLEGE OF NEW JERSEY**
Department of Communication Studies

The Department of Communication Studies invites applications for a tenure-track assistant or associate professor position in organizational/**health communication**. Applicants must have a demonstrated commitment to undergraduate teaching and service, a well-defined program of scholarship and hold a Ph.D. by the time of appointment. For more information about the Department and its dedicated facilities, see www.tcnj.edu/%/7Estudcomm/.

The Department seeks a teacher/scholar at the assistant or associate level to teach courses in organizational communication and related areas in health communication as well as introduction to communication studies. Applicants should have teaching and scholarship competencies that contribute to expanded interdisciplinary programs and/or community-engaged learning initiatives at the College. Competencies in organizational/health communication include family communication, mediation, corporate communication, music and visual com-

munication. All competencies in organizational/health communication should integrate ways that new media technologies shape communication processes and outcomes.

The College, one of the most selective public colleges in the nation, aspires to offer a premier public undergraduate educational experience. For further information about the College, please visit our website at www.tcnj.edu.

To enrich education through diversity, the College of New Jersey is an affirmative action/equal opportunity employer. Women and members of minority groups are encouraged to apply. Please send a cover letter, curriculum vitae, sample syllabus for either intro to communication studies or intro to health communication and three letters of reference to the co-chairs of the search committee, Drs. John Pollock and Anntarie Sims, Communication Studies Department, College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. Review of applications will begin immediately and continue until the position is filled.

■ **COLORADO STATE UNIVERSITY**
Department of Journalism and Technical Communication

Tenure-track appointment at the assistant or associate level in the Department of Journalism and Technical Communication. Ph.D. in communication, journalism/mass communication, or related field required, as is a demon-

strated research interest in the interface between humans and information technology. **Applied focus in health, environment, risk and /or science communication** and the promise of attracting extramural funding preferred. Teaching experience preferred; professional experience a plus.

Apply by Nov. 27, 2007, for full consideration to Search Committee Chair, Clark C-225, Colorado State University, Fort Collins, CO 80523-1785. Colorado State University is an EO/AA employer.

■ **CORNELL UNIVERSITY**
Department of Communication

The Department of Communication at Cornell University invites applicants for two tenure track, open rank faculty positions appointment starting July 1, 2008. At least one of the positions will be filled at the rank of assistant professor. We encourage qualified applicants of any rank to apply for either position.

We seek a colleague to conduct research and teach in the area of science, environment, and/or health-risk communication. We welcome innovative and imaginative scholars who approach the study of science, environment, and/or health-risk communication from psychological, sociological, or institutional vantage points using qualitative or quantitative methods. The science, environment, and risk area constitutes one of the Department's core strengths; applicants whose work contributes to other core strengths in

communication and information technology and in media studies are particularly encouraged to apply. All materials should be sent to Dr. Bruce Lewenstein, Department of Communication, 321 Kennedy Hall, Cornell University, Ithaca, NY 14853. For additional information, e-mail Dr. Lewenstein (b.lewenstein@cornell.edu) or telephone 607-255-8310.

We also seek a colleague to conduct research and to teach in the area of communication and information technology, with an emphasis in one or more of the following: 1) human-computer interaction, 2) computer-mediated communication, 3) IT in organizations, and 4) technology and society.

The communication and information technology area constitutes one of the Department's core strengths; applicants whose work contributes to other core strengths in media studies and in science, environment and risk are particularly encouraged to apply. All materials should be sent to Dr. Jeff Hancock, Department of Communication, 320 Kennedy Hall, Cornell University, Ithaca, NY 14853. For additional information, e-mail Dr. Hancock (jth34@cornell.edu) or telephone 607-255-4452.

Successful candidates for either position will have a Ph.D. in communication or closely aligned field and 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, the new life sciences, environmental issues, and/or public outreach. In the Department of Communication, we focus on a number of subfields, including social psychology of communication; language and communication; science, risk, environment, and health communication; human-computer interaction; media communication and society; and organizational communication. Both positions will involve 50% research and 50% teaching responsibilities; publishing in peer-reviewed literature in relevant fields is expected. In addition, successful candidates are expected to secure external research funding. Communication faculty teach two to three undergraduate and/or graduate courses per academic year, and advise students in the Department's B.S., M.S., and Ph.D. programs. Cornell offers a highly competitive salary and benefits package. Support for start-up research costs will be available. Women and minorities are especially encouraged to apply.

For more information about the Department of Communication, please visit our website: <http://www.comm.cornell.edu>.

Send letter of application addressing position qualifications and goals, vita, official academic transcripts, writing sample, names and contact information of three references. Please also have each reference submit a letter of recommendation.

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

■ EAST CAROLINA UNIVERSITY School of Communication

The School of Communication at East Carolina University invites applications for a full-time faculty position in communication at the rank of assistant, associate, or full professor. **The candidate is expected to have expertise in one or more areas of science and health communication research, which may include interpersonal health communication, organizational communication in health contexts, media and health, health campaigns, or intercultural communication and health.** The person hired for this position will be expected to teach graduate and undergraduate courses in science and health communication and other courses in her or his area of specialty.

The successful candidate will begin in August of 2008. Screening of applications will begin on October 28, 2007 and will continue until the position is filled.

Applicants should submit the following in hard copy: curriculum vitae, letter of intent, statement of teaching philosophy, evidence of teaching effectiveness, a scholarly writing sample, three letters of recommendation, and contact information for three references. In addition, a candidate profile must be filled out online at the ECU website (www.ecu.edu; click Jobs@ECU then

choose create profile/application; then candidate profile; then EPA). A proper documentation of identity and an official transcript for the highest degree earned are required at the time of employment.

Application materials should be mailed to: Dr. Sachiyo Shearman, Search Committee Chair, School of Communication, East Carolina University, 102 Joyner East, Greenville, NC 27858-4353.

East Carolina University is the third largest institution in the 16-member University of North Carolina system, has an enrollment of approximately 23,000 students, including about 4,500 graduate students. East Carolina University offers 75 master's degree programs and 20 doctoral programs within the University and the Brody School of Medicine. The University is located in Greenville, NC, a community of approximately 63,000 people, 90 miles east of Raleigh, the state capital, Research Triangle, and 86 miles west of beaches and the Atlantic Ocean. ECU is an equal opportunity/affirmative action university that accommodates individuals with disabilities. Individuals requesting a disability accommodation should call the ECU Office of Disability Support Services at 252-328-6799 (Voice/TTY/Relay).

■ EMERSON COLLEGE The School of Communication

The School of Communication at Emerson College seeks applications and nominations to fill the

following positions beginning in the 2008-09 academic year.

- Chair, Department of Marketing Communication
- Chair, Department of Journalism
- Chair, Department of Organizational and Political Communication
- Advertising
- **Science/Health Communication and Social Marketing**

Please visit our Emerson College faculty employment page to view the complete job description and application instructions before applying: http://www.emerson.edu/academic_affairs/faculty/Faculty-Employment.cfm.

Emerson College is the only comprehensive college or university in America dedicated exclusively to communication and the arts in a liberal arts context. It is located in the heart of downtown Boston, on the Boston Common, at the gateway to the Theatre District and in close proximity to major media outlets. It also has facilities in Los Angeles and the Netherlands. The College enrolls approximately 3,000 full-time undergraduates and nearly 1,000 full and part-time graduate students in its School of the Arts and School of Communication.

Emerson College values and has placed an institutional priority on multiculturalism in the campus community. Through its constantly evolving curriculum, it seeks to prepare students for success in an increasingly multicultural society. The successful candidates must have the ability to work effectively with

faculty, students, and staff from diverse backgrounds. Members of historically under-represented groups are encouraged to apply. Emerson College is an equal opportunity employer that encourages diversity in its workplace.

■ EMERSON COLLEGE Department of Marketing Communication, School of Communication

The Department of Marketing Communication in the School of Communication at Emerson College seeks to fill a full-time, tenured or tenure-track faculty position at the assistant, associate, or full professor level in health communication/social marketing beginning in the 2008-09 academic year. Candidates must have a Ph.D or be in the process of completing a Ph.D or equivalent terminal degree in a communication discipline, public health, science communication or a related field. Industry experience is desirable.

Applicants must have demonstrated expertise in **social marketing, media strategies for health promotion, and campaign planning and implementation to contribute to the health communication master's program** (a collaboration between Emerson College and the Tufts University School of Medicine). Candidates for the health communication/social marketing position should also be able to teach undergraduate courses in at least one area of marketing, advertising, public relations, media effects, social influence or research methods. Faculty

members who teach in the health communication program typically receive a courtesy appointment on the faculty at the Tufts University School of Medicine. The appointment begins September 2008.

In addition to the health communication M.A. program, the Department of Marketing Communication offers an undergraduate degree in marketing communication (with a specialization in advertising or public relations) and two other graduate degrees: integrated marketing communication; global marketing communication and advertising. Across all programs, students learn research, creative and strategic planning skills for the design, implementation and evaluation of communication campaigns.

Please send a cover letter, curriculum vitae, three letters of recommendation, one representative example of scholarly work, and evidence of teaching excellence to: The Search Committee (Health Communication Position), Department of Marketing Communication, Emerson College, 120 Boylston Street, Boston, MA 02116.

Emerson College values campus multiculturalism as demonstrated by the diversity of its faculty, staff, student body, and constantly evolving curriculum. The successful candidate must have the ability to work effectively with individuals from diverse backgrounds. Members of historically under-represented groups are encouraged to apply. Emerson College is an equal opportunity

employer that encourages diversity in its workplace.

Please visit our Emerson College faculty employment page to view the complete job description and application instructions before applying: http://www.emerson.edu/academic_affairs/faculty/Faculty-Employment.cfm.

■ **GEORGE MASON UNIVERSITY**
Department of Communication

Currently seeking to fill the following positions:

Tenured associate/full professor of communication and social influence. **Duties include teaching and conducting research on the ways communication shapes social change, communication campaigns concerning health behaviors and risk prevention, strategic message design, evaluation research and social marketing.**

Tenure-track assistant/tenured associate professor of interpersonal and health communication: **duties include teaching and conducting research on the ways interpersonal communication influences health, health care, and health promotion, examining topics such as the communication of social support, consumer/provider relations, consumer advocacy, health literacy, health disparities and the communication needs of diverse populations, and/or cultural influences on health.**

We seek candidates with doc-

toral degrees in Communication, active programs of relevant communication research and publication, research funding experience, excellent graduate and undergraduate teaching, and commitment to collegiality and collaboration. Related expertise in research methods, group/organizational communication, media studies, international/intercultural communication, communication and gender, communication and conflict, political communication, public relations, or new information technologies is also welcome.

To view detailed job descriptions/qualifications and to apply for these positions please visit our jobs website <http://jobs.gmu.edu>.

■ **JAMES MADISON UNIVERSITY**
School of Communication Studies

The School of Communication Studies of James Madison University invites applications for three positions in a department that continues to expand. The School is currently housed in new facilities and has the potential to offer a graduate program and become part of a College of Communication, Information and Media in the near future.

Position 1: Health and science communication – tenure track. Rank of position is open but preference will be given to senior ranking applicants.

We are seeking teacher-scholars who will contribute to our com-

munication program and show interest in cross-disciplinary work with university and community initiatives. The position includes directing research, facilitating internships and directing student projects within the Institute for Health and Environmental Communication. Candidates will have a Ph.D. in Communication or in a related field with a sound academic background in health communication, show evidence of high quality instruction in undergraduate and graduate coursework and possess a strong record of scholarly productivity in health communication. Preference will be given to applicants who can demonstrate a history in securing external funding.

Applicants should initiate the application process by accessing www.jmu.edu/humanresources/joblink.shtml. In addition, applicants should submit a letter of application, curriculum vitae, official transcripts, evidence of teaching excellence and three letters of recommendation to Dr. Toni Whitfield, School of Communication Studies, James Madison University, MSC 2106, Harrisonburg, VA 22807.

Positions 2 and 3: Two tenure-track positions at the rank of assistant professor. Candidates should be able to contribute to one or more of the following areas: conflict analysis and intervention, cultural communication, **health communication**, interpersonal communication, organizational communication, political communication, public relations or research methods.

The persons hired will have a 3/3 teaching load and will teach courses in their areas of specialty in addition to the department's core and general education classes. Ideal applicants will have a completed Ph.D. in communication or a related field, show evidence of high-quality instruction and possess a record of continued or promising scholarly productivity. Preference will be given to applicants who can demonstrate an interest and ability in securing external funding, show an interest in cross-disciplinary work, or teach at the graduate level in the future.

Applicants should initiate the application process by accessing www.jmu.edu/humanresources/joblink.shtml. In addition, applicants should submit a letter of application, curriculum vitae, official transcripts, evidence of teaching excellence, and three letters of recommendation to Dr. C. Leigh Nelson, School of Communication Studies, James Madison University, MSC 2106, Harrisonburg, VA 22807.

James Madison University is an affirmative action/equal opportunity, equal access employer and especially encourages applications from minorities, women, and persons with disabilities. We seek candidates who will contribute to the climate of diversity in the school and in the development of a College of Communication, Information and Media. The School of Communication strives to create an educational environment in which students and faculty facilitate constructive dialogue in the classroom and

community to inspire responsible citizenship in a diverse world.

James Madison University is a rapidly growing university of approximately 17,000 students. JMU is located in Harrisonburg, a Virginia Main Street community of about 41,000, in the beautiful Shenandoah Valley. It is approximately an hour from historic Charlottesville, 2 1/2 hours from Washington, D.C. and Richmond, and 3 1/2 hours from the Chesapeake Bay. JMU has been ranked as the South's top public, master's-level university for the 14th consecutive year, according to the annual *U.S. News & World Report 2008 America's Best Colleges* guide. In addition, JMU earned national recognition for its outstanding first-year experiences, learning communities and service-learning. More information can be found at www.jmu.edu, www.jmu.edu/commstudies, and <http://www.harrisonburgva.gov>.

■ JOHNS HOPKINS UNIVERSITY BLOOMBERG SCHOOL OF PUBLIC HEALTH
Department of International Health

The Department of International Health of the Johns Hopkins Bloomberg School of Public Health seeks candidates for a junior tenure-track faculty position in the area of humanitarian assistance, focused on the psychosocial/mental health issues resulting from disasters, population displacement, and similar traumatic events. This position would have a very strong emphasis on the collection, analysis

and use of data from disaster and post-disaster situations and the use of data to implement programs post disaster. The position is to be based within the Center for Refugee and Disaster Response in the Health Systems Division.

Eligible candidates should have a PhD or MD with experience in field based research and programs in the context of natural disasters, conflict, and complex emergencies in multiple international settings. Expertise and field experience is required in the design and implementation of population and demographic assessments related to psychosocial/mental health issues resulting from disasters or complex emergencies. Emphasis will be placed on the ability to develop new and innovative approaches to assessment, including impact assessment. A successful track record in designing and implementing successful research proposals is a core requirement for this position. Ability and experience in the assessment of both children and adults is highly desirable, as is experience in collaborating on research with humanitarian organizations. The successful candidate would be expected to participate in an active teaching program and in the development of new course materials in managing psychosocial issues in emergencies.

Fluency in a second major language is highly desired. The position will involve a balance of research, teaching, collaboration with NGOs and UN agencies, and development of new research

areas for the Center for Refugee and Disaster Response.

Interested candidates should send an email to: Dr. Gilbert Burnham, Director, CEDRS, 615 N Wolfe Street, Rm E8132, Baltimore, MD 21205, gburnham@jhsph.edu. Johns Hopkins University actively encourages interest from women and minorities and is an affirmative action/equal opportunity employer.

■ **KUTZTOWN UNIVERSITY**
Department of Speech Communication and Theatre

The Department of Speech Communication and Theatre at Kutztown University of Pennsylvania invites applications for a full-time, tenure-track **health and/or science communication** position effective August 2008. Review of applications begins immediately. Successful interview and demonstration of relevant abilities required.

See the Website www.kutztown.edu/employment/faculty.shtml for a complete job description. Kutztown University is an AA/EOE member of the PA State System of Higher Education and actively solicits applications from women, veterans, persons with disabilities and minorities.

■ **MARSHALL UNIVERSITY**
Department of Communication Studies

The Department of Communication Studies at Marshall University invites applications for two tenure-track assistant/associate

professors beginning in August 2008. **Candidates' teaching and research records should include expertise in one or more of the following specialties: health communication, rhetoric and public communication, intercultural communication and/or communication education.** Successful candidates will be expected to teach departmental service courses as well as graduate and undergraduate courses in their areas of specialization. Applicants must have a Ph.D. at the time of appointment and should have a record of excellence in teaching as well as research.

A letter of application, curriculum vitae, and a list of references should be submitted to: Search Committee Chair, Department of Communication Studies, Marshall University, Huntington, WV 25755-2632. Review of applications will begin November 12, 2007 and continue until the position is filled. Marshall University is an equal opportunity, affirmative action employer. Explore the position in more detail at the Website for the Department of Communication Studies <http://www.marshall.edu/commstu/> and learn more about Marshall University at <http://www.marshall.edu>.

■ **OHIO UNIVERSITY**
School of Communication Studies

The School of Communication Studies at Ohio University invites applications for a senior associate or full professor position to commence Fall 2008. The School seeks a teacher/scholar

who will complement the interests of our faculty in the area of health communication. **Our program in health communication appreciates the wide diversity of health participants and considerations for communicating health in many social, cultural, political, economic, and communicative contexts.** Our faculty values a diversity of methodological approaches in examining health communication issues. A program of research with a record of or potential for securing external funding is a plus.

Applicants should hold the Ph.D. or equivalent, have a strong record of teaching and scholarship, demonstrate a commitment to engaged student learning, and exhibit appreciation for diverse theoretical and methodological approaches to communication. The person hired will teach undergraduate and graduate courses in his/her area of specialization, as well as advise and mentor undergraduate and doctoral students in the School.

The School of Communication Studies is housed in Ohio University's nationally recognized Scripps College of Communication. The school offers BSC in Communication Studies and Ph.D. degrees in Health Communication, Relating and Organizing, and Rhetoric and Public Culture with approximately 400 undergraduate majors and 50 graduate students.

Please visit our website to learn more about our undergraduate and graduate programs ([http://](http://www.coms.ohiou.edu/)

www.coms.ohiou.edu/). Chartered in 1804, Ohio University is the oldest land grant university in the Northwest Territory. Enrollment at the Athens campus is approximately 21,000 students with over 7,500 additional students on five regional campuses. First year undergraduate students average at the 75th percentile nationally in GPA, class rank, and standardized test scores. OU enrolls students from all 50 states and 97 countries. To learn more about Ohio University, please see <http://www.ohio.edu/>.

Review of applications will begin October 1, 2007. Please mail curriculum vitae, three letters of recommendation, an exemplar of your research, summary of instructional effectiveness, and a cover letter discussing qualifications, research agenda, and teaching interests to: Professor William K. Rawlins, School of Communication Studies, Lasher Hall, Ohio University, Athens, OH 45701-2979. Applicants should formally register interest in position at www.ohiouniversityjobs.com/applicants/Central?quickFind-52837.

For more information, contact Professor Rawlins at (rawlins@ohio.edu) or (740) 593-4823. Ohio University is an equal opportunity/affirmative action employer. Applications from women, minorities, veterans, and persons with disabilities are especially encouraged. Preferred candidates would contribute to the climate of diversity in the College, including a diversity of scholarly approaches. The University community strives to

create an educational environment in which students refine their abilities to reason and communicate clearly so as to become responsible citizens in a diverse world.

■ PENNSYLVANIA STATE UNIVERSITY Department of Communication Arts and Sciences

We are looking for collegial individuals capable of pursuing sustained programs of original research on **health and science communication broadly defined**. Such persons might have a complementary interest in some other area of the field (e.g., interpersonal, group, or mass communication). Interest in or experience with grants and funded research is desirable. Quantitative research skills are required. In addition to teaching undergraduate and graduate courses, duties include course development in the area of specialty, supervision of theses and dissertations, and involvement in other departmental activities.

A Ph.D. is required for appointment to a tenure-track position, although applicants who are currently ABD will be considered.

To be considered for this position, candidates should submit a formal letter of application, curriculum vitae and other relevant professional credentials, selected samples of scholarly work, evidence of teaching effectiveness and three letters of recommendation. These materials should be sent to: Professor Roxanne Parrott, Chair of the Health/Sci-

ence Communication Search Committee, 234 Sparks Building, Box 200, The Pennsylvania State University, University Park, PA 16802. Applications received by November 1, 2006 will be assured of full consideration; however, all applications will be considered until the position is filled.

For more information about the department and/or this job, see <http://cas.la.psu.edu/>. Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

■ **UNIVERSITY OF ARIZONA**
Department of Communication

The Department Communication at the University of Arizona invites applications for an assistant professor position in media to start in Fall 2008. This position is contingent upon availability of funding.

The successful applicant will: (a) be a new or beginning assistant professor, (b) have the Ph.D. in hand by the start of the appointment and, (c) employ a social scientific approach to research that focuses on media (traditional or new) in general, or on the relationship between media and one of the following areas: interpersonal communication, **science communication, health communication**, social influence, small group communication and political communication

Evidence of the ability to develop a strong research program, and a record of teaching excel-

lence are desired. Candidates should be enthusiastic about teaching undergraduate courses emphasizing fundamental communication processes and skills, as well as teaching graduate courses in communication theory, and advising graduate students.

The Department of Communication offers studies leading to B.A., M.A., and Ph.D. degrees. It has approximately 30 graduate students and 1,000 undergraduate majors. The department's strong commitment to quality teaching and research has earned its faculty and graduate students numerous teaching awards and a ranking as one of the top doctoral programs in the nation.

Outstanding UA benefits include health, dental, and life insurance; paid sick leave and holidays; UA/ASU/NAU tuition reduction for employee and qualified family members; access to campus cultural and recreational activities; retirement, and more.

Applications must be completed online at www.uacareertrack.com. In addition, please send a cover letter, CV, and three recommendation letters to: Dr. Joseph A. Bonito, Search Committee Chair, Department of Communication, Bldg #25, Rm 209, University of Arizona, Tucson, AZ 85721.

■ **UNIVERSITY OF COLORADO AT BOULDER**
School of Journalism and Mass Communication

We are seeking two assistant pro-

fessors with an active program of research or creative work in media and religion or **the public communication of science and/or environmental issues**. One candidate will be hired in each area. Successful candidates will teach conceptual and skills courses in the news gathering sequence at the undergraduate and graduate levels. Preference will be given to those who are also able to teach in the area of new and converging technologies for online journalism and who have a good working knowledge of relevant software and new media trends. Successful candidates will teach two courses per semester and serve on graduate committees in the Master's and Ph.D. programs.

A Ph.D. is required and professional experience is also highly valued. For more details, go to: www.colorado.edu/journalism/. The University of Colorado is committed to diversity in education and employment.

Please submit letter of application, vita and the names of three references together with their phone numbers and e-mail addresses to: Professor Brett Robbs, Search Chair, School of Journalism and Mass Communication, 1511 University Avenue, 478 UCB, University of Colorado, Boulder, CO 80309.

■ **UNIVERSITY OF COLORADO, BOULDER**
School of Journalism and Mass Communication

The University of Colorado, Boulder seeks **an environmen-**

tal journalism professor who will have an active program of research or creative work in the public communication of environmental issues. The successful candidate will take an active role in our nationally recognized Center for Environmental Journalism.

Submit cover letter, resume and the names and contact information of three references, at www.jobsatcu.com, refer to posting number 802088. Appointments begin August 2008. For details go to: www.colorado.edu/journalism.

**■ UNIVERSITY OF CONNECTICUT
Center for Health Marketing and Communication**

The University of Connecticut's Center for Health Communication and Marketing (CHCM) is seeking a Ph.D. level postdoctoral fellow for collaboration on core research projects funded through the Center for Disease Control. The mission of the Center is to conduct cutting-edge research to **inform the design and dissemination of health communication and marketing interventions and practices by focusing on relationships between at-risk populations and their contexts, communication strategies, messages, and behavior change. Projects include meta-analyses of health communication issues, analysis of the impact of advertising of health-related products, and research on current health communication practices and dissemination of success-**

ful interventions. Successful candidates for the postdoctoral fellow will hold a Ph.D. degree, with advanced training in health communication and a specialization in communication, psychology, medical anthropology, other relevant social science or health disciplines. Experience with research design and data analysis (including SEM, multilevel modeling, meta-analysis) is desirable. Responsibilities of the postdoctoral fellow include assisting with research and reviews of research in or outside the United States, data analysis, supervising graduate assistants, and writing of journal articles and additional grant proposals. There is also an opportunity to apply for internal funding on original health communication research projects.

The Center is within the Center for Health and HIV Intervention and Prevention (CHIP), a dynamic, multidisciplinary environment with a large grant portfolio. There are many opportunities to interact with other researchers, graduate students, and faculty. Postdoctoral training consists of participation in seminars and individual mentoring. This is an end date position subject to annual renewal.

A writing sample or a copy of a recent publication would be highly desirable. Please send with a cover letter and curriculum vita to: Carol Valone, The University of Connecticut, Department of Psychology, 406 Babbidge Road, Storrs CT 06269-1020 or electronically to: carol.valone@uconn.edu.

**■ UNIVERSITY OF FLORIDA
Department of Agricultural Education and Communication**

The Department of Agricultural Education and Communication, Institute of Food and Agricultural Sciences (IFAS), University of Florida, Gainesville seeks an assistant professor. This is one of several positions associated with the newly formed Center for Landscape Ecology in IFAS. As such, this faculty member will work in partnership with other faculty members in the Center and with industry groups in **effectively communicating sustainable landscape management practices to urban audiences. Duties will include developing and delivering programs and materials to target client groups as part of a planned extension program; participating in Extension focus teams; conducting a focused research program in the area of community-based social marketing and public opinion formation,** and contributing to the Department's overall goals in scholarship and research.

Salary commensurate with qualifications and experience. Formal review of applications will begin on October 19, 2007. Go to <http://personnel.ifas.ufl.edu/pjobs.html> for the complete position announcement. Position # 00012901. The University of Florida is an equal opportunity, equal access, affirmative action employer.

■ **UNIVERSITY OF GEORGIA**
Telecommunication Department

The Telecommunication Department of the Grady College of Journalism and Mass Communication at the University of Georgia is seeking three assistant professors to begin Fall 2008.

The Telecommunications Department seeks three individuals with outstanding potential to conduct programmatic scholarly research and teach in the areas of telecommunications and electronic media. Specialties of particular interest to the department include, but are not limited to: **new media and technologies, health and science communication, media management and entrepreneurship, and research methods.** The successful candidates will teach undergraduate and graduate classes, and conduct scholarly research. Salary competitive.

Candidates should have a demonstrated record of programmatic scholarly research and excellence in teaching. All successful candidates must be able to serve on graduate student committees and have the ability to direct theses and dissertations. Earned doctorates by Summer 2008 are required for all three positions.

Research programs that have the potential to attract external funding are particularly desirable. Some industry experience in electronic or new media also is desirable, but is not required. The department is home to scholars working in a variety of epistemo-

logical and methodological traditions. However, for at least one of the positions, the department is seeking someone with strong social science research skills and expertise in quantitative analysis.

The Department of Telecommunications has 18 faculty members and offers majors in Telecommunications Arts and Broadcast News. It enrolls approximately 275 undergraduates. Graduate M.A. and Ph. D. programs also are offered.

The Grady College of Journalism and Mass Communication has three departments: Advertising/Public Relations, Journalism and Telecommunications. The College has an enrollment of approximately 1,200 undergraduates and 100 graduate students.

To ensure that applications will be considered, they should be sent no later than Nov. 5, 2007. Candidates should submit a letter of application, a vita, an example of sole or first-authored research, and a list of three references to: Dr. Ann Hollifield, Search Committee Chair, Grady College of Journalism and Mass Communication, University of Georgia, Athens, GA 30602-3018. For more information about the position, contact Dr. Ann Hollifield at (706) 542-4966 or annholli@uga.edu. Learn more about the Grady College by visiting its home page at www.grady.uga.edu. To learn more about the University of Georgia, visit www.uga.edu. The University of Georgia is an affirmative action/equal opportunity employer.

■ **UNIVERSITY OF HOUSTON**
School of Communication

The School of Communication at the University of Houston seeks a quantitative social scientist/Ph.D. specializing in **media health communication campaigns** (assistant or associate professor). See www.class.uh.edu/comm/ for full ad.

The University of Houston is an affirmative action/equal opportunity employer. Minorities, women, veterans and persons with disabilities are encouraged to apply.

■ **UNIVERSITY OF HOUSTON-DOWNTOWN**
Department of Arts and Humanities

The University of Houston Downtown is reopening its search for one assistant professor of Communication Studies. The position begins no later than Fall 2008. The successful candidate will join a rapidly growing program offering a bachelors in Communication Studies, and will be expected to: teach a range of undergraduate communication courses, including our core courses: introduction to communication, public speaking, communication theory and research in communication and one or more of the following communication courses: organizational, cultural, media, **science and health**, political, rhetorical criticism, or public relations. The ability to fit into one of our developing concentrations in Corporate Communication, Pub-

lic Communication, Interpersonal Communication, or Mass Media Effects is highly desired. Sustain an active research agenda in area of interest. Display an ongoing commitment to committee work and community involvement.

A Ph.D. is required. ABDs will be considered for a one-year terminal appointment as an instructor with conversion to tenure track assistant professor if all requirements for the Ph.D. have been successfully completed by December 2008. Send cover letter, curriculum vitae, teaching portfolio and a list of three references to: Dr. Susan J. Baker, Chair, Department of Arts and Humanities, Suite 1009S, University of Houston-Downtown, One Main Street, Houston, TX 77002. Candidates also need to apply online at the following link: <https://jobs.uhd.edu/applicants/jsp/shared/frameset/Frame-set.jsp?time=1156454568299>. Review of materials will begin September 3, 2007, with preliminary interviews taking place at the National Communication Association Annual Conference and continue on campus until the positions are filled. UHD is an EEO/AA employer. Employment eligibility verification requested prior to interview.

■ **UNIVERSITY OF ILLINOIS AT CHICAGO**
Department of Communication

Candidate must have interests in **new technology, combined with diversity, health**, political, or visual studies; doctorate in Communication or related field; promise of scholarly and

teaching success; external grant prospects; and multidisciplinary commitment. May consider strong candidates for associate professor.

Appointment begins August 16, 2008. Send CV, sample publications, teaching evidence, and four reference letters to Search Chair, Communication (MC-132), 1007 W. Harrison, University of Illinois-Chicago, Chicago, IL 60607-7137.

■ **UNIVERSITY OF OKLAHOMA**
Center for Applied Social Research

The social sciences have an impact on our world through the use of quantitative and qualitative methods to address significant social problems. The University of Oklahoma, along with its Center for Applied Social Research (CASR), announces a strategic initiative to complement and strengthen existing research programs in the social sciences.

As part of this initiative, the University invites applications for open rank positions, either tenured or tenure track. We are seeking individuals who have established world class research programs, or are capable of contributing to extant programs, in any of, but not limited to, the following three areas: **1) defense and homeland security, 2) health research and health-care policy, and 3) disaster assessment, preparedness, and management.** Other areas of research that support current center activities will be considered.

More information on CASR and its programs can be found at <http://casr.ou.edu>.

Candidates must have a Ph.D. or equivalent terminal degree, a proven record of funded research activity, and an exemplary record of scholarship as demonstrated by publications. The successful candidates will be expected to contribute to graduate and undergraduate education in the social sciences, especially research methods, and provide leadership in CASR.

Applicants should submit a curriculum vitae, a description of their research plans, and a brief statement of their teaching interests and philosophy. Applicants should also provide three letters of recommendation. Application materials should be sent to: Paul B. Bell, Jr., Dean of the College of Arts and Sciences and Vice Provost and Chair, Applied Social Sciences Initiative Search Committee, Ellison Hall, Room 323, University of Oklahoma, 633 Elm Avenue, Norman, OK 73019-3118.

We will also accept completed applications in a PDF format sent to sbayliss@ou.edu. Initial review of application will begin on November 1, 2007, and continue until positions are filled. Minorities and women are encouraged to apply. The University of Oklahoma is an affirmative action/equal opportunity employer.

■ **UNIVERSITY OF MICHIGAN**
Department of Communication Studies

Health and the media, including assessments of public health campaigns; news coverage of health and disease; effects of the media on child, adolescent, or adult health; international health and the media; new/interactive media and public health; gender, health and the media; minorities, health and the media

Junior applicants should send three letters of recommendation; senior candidates should send names of suggested reviewers. Evaluation of applicants will begin immediately and continue until positions are filled. Some positions are pending authorization.

Send applications to: Search Committee, Department of Communication Studies, The University of Michigan, 1225 South University Avenue, Ann Arbor, MI 48104-2523. The University of Michigan is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply. The University is supportive of the needs of dual career couples.

**■ UNIVERSITY OF NEW MEXICO
Department of Communication and Journalism**

The Department of Communication and Journalism at the University of New Mexico invites applications for a full-time, probationary position leading to a tenure decision at the rank of assistant professor or tenured position at the rank of associate professor. The department expects to

hire a specialist in **health and/or science communication** who will also have some teaching and service responsibilities with the combined BA/MD program (an innovative curricular program that admits New Mexico high schools graduates as freshmen to UNM medical school and seeks to graduate them within eight years with a BA and MD) and is open to various theoretical or methodological approaches.

Minimum qualification: Doctorate in communication or a related field. Salary is commensurate with qualifications. For details on the desirable qualifications and what constitutes a complete application, please see our departmental Website: <http://www.unm.edu/~cjdept> or contact Gill Woodall, 505-277-5305, gwoodall@unm.edu or John Oetzel, Chair, Communication and Journalism, 505-277-1905, joetzel@unm.edu. The University of New Mexico is an equal opportunity, affirmative action employer.

**■ UNIVERSITY OF OKLAHOMA
Department of Communication**

The Department of Communication at the University of Oklahoma invites applications from scholars with **teaching and research interests in science and health communication**. The department seeks to hire a promising teacher/scholar at the assistant professor rank (tenure-track). The department has strong relationships with several units at the OU Health Sciences Center in Oklahoma City, including health promotions, family medi-

cine, hospital administration, and surgery.

Applicants must have an earned doctorate at the time of appointment, a record of scholarly research, show evidence of effective university teaching, and demonstrate the ability and willingness to serve on advisory committees and to actively pursue external funding.

The Department of Communication is strongly committed to providing quality instruction and research in communication theory and research. The department is a member of the Division of Social Sciences within the College of Arts and Sciences. At full strength, the department includes 17 FTE faculty. Faculty and 30-plus graduate teaching and research assistants staff a program which offers B.A., M.A., and Ph.D. degrees to over 60 graduate students and over 300 undergraduate majors.

The department's major areas of concentration include: social influence/interpersonal communication, political/mass communication, intercultural/international communication, language and social interaction, and health and science communication. The ideal candidate should have a primary interest in health communication, but we welcome a secondary interest in one of our other core niches.

The University of Oklahoma is an equal opportunity and affirmative action employer. Women and minorities are encouraged to apply. Salary for the position

will be competitive and commensurate with experience. Start-up funds and relocation expenses may be available.

Applicants should send a letter of application, curriculum vitae, and names of contact information for three references to: Dr. Dan O'Hair, Search Committee Chair, Department of Communication, University of Oklahoma, 610 Elm Avenue, Room 101, Norman, OK 73019-2081; Department phone: (405) 325-1619; FAX: (405) 325-7625; e-mail hdohair@ou.edu. Informal inquiries are invited and welcome.

■ **UNIVERSITY OF PENNSYLVANIA
Annenberg School of Communication**

The Annenberg School for Communication at the University of Pennsylvania seeks two research directors for NCI-funded Center of Excellence in Cancer Communication. **Research directors will work for a study of the role of public communication and information seeking and scanning in cancer doing data analysis, paper writing and managing field research.** Positions may start in June 2008 and are funded through August 2010. The directors will report to Robert Hornik.

Ph.D. in Science Communication, Psychology, Sociology, Public Health or related field; ABD considered; substantial experience in related research required; strong quantitative/writing skills; background in health communication, or public health

with an emphasis in communication preferred. If appropriate, opportunities for teaching may be available.

To obtain more information contact Megan Kasimatis, e-mail: mkasimatis@asc.upenn.edu; phone: (215) 746-3401).

■ **UNIVERSITY OF SOUTHERN CALIFORNIA
The Annenberg School of Communication**

The USC Annenberg School of Communication seeks applicants for two appointments at the rank of senior assistant or associate professor. Areas of interest are: [1] public opinion theory and measurement; and [2] communication processes and institutions in Asia, China in particular.

Within these primary areas, related substantive research areas might include science and health; management regulation and policy; and entertainment. The School of Communication encourages candidates who seek to work with colleagues from a broad range of specializations and methodological approaches. The School of Communication is a leader in the implementation of USC's new strategic plan, which emphasizes innovation in inter-disciplinary research that addresses societal needs.

Applicants should send their curriculum vita, three letters of recommendation, and samples of their recent refereed publications to School of Communication Faculty Search, Annenberg School for Communication, University of Southern Cali-

fornia, 3502 Watt Way, Suite 305, Los Angeles, CA 90089-0281, and can direct questions to search chair Professor Peter Monge: monge@usc.edu or (213) 740-0921. USC is an AA/EO employer and is seeking to create a diverse community.

■ **UNIVERSITY OF SOUTH CAROLINA
School of Journalism and Mass Communications**

The University of South Carolina's School of Journalism and Mass Communications seeks applicants for positions in varied areas of emphasis in teaching, research and creative activity. Positions are open rank unless otherwise specified, and we encourage applications from senior faculty.

The School has dual academic and professional tracks. Academic-track candidates must have a Ph.D. (ABDs considered), proven research record and some professional and/or teaching experience. Professional-track candidates must have significant professional experience (some teaching experience preferred). All applicants should be committed to research or creative activity, teaching and service in their areas.

We expect to hire faculty in health and science communication. The ideal candidate would be able to lead initiatives in health and science communication. Professional experience, a track record of grants and publications, the ability to work with multiple disciplines across the

University (including the Arnold School of Public Health) and graduate teaching experience are all desired. We are particularly interested in hiring faculty at the senior associate or full professor level, but outstanding candidates at the assistant level will be considered. Ph.D. required.

The School of Journalism and Mass Communications offers bachelor's and master's degrees in journalism and mass communication, as well as a Ph.D. in mass communication. The University of South Carolina is a research university with more than 27,000 students located in South Carolina's capital city, located two hours from the coast and from the mountains. The School has an enrollment of 1,400 undergraduates and 60 graduate students in print and electronic journalism, advertising and public relations, visual communications, and mass communications. The faculty consists of a collegial group of researchers and educators with a wide range of backgrounds and interests. For more information, see the School's Website at www.jour.sc.edu.

Applicants should send a letter of application, CV, and the names of references to: Dr. Lowndes F. Stephens, Chair, Faculty Search Committee, School of Journalism and Mass Communications, University of South Carolina, Columbia, SC 29208.

Rank and salary will depend on qualifications and experience. Employment begins in August 2008.

The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina is responsive to the needs of dual career couples.

■ UNIVERSITY OF SOUTH FLORIDA Department of Communication

The Department of Communication at the University of South Florida invites applications for a nine-month tenure-track position in **health and science communication** at the rank of assistant professor to begin August 2008. We seek a dynamic scholar and teacher with a commitment to applied communication research aimed at improving the health of individuals, institutions, and communities. The successful candidate will see his or her research program as aligned with our department's expertise and leadership in cutting-edge qualitative research methods, and will be excited by the opportunity to teach health communication and related courses at the graduate and undergraduate levels.

The department and the university value community engagement and support research and teaching addressing contemporary social issues. Applicants should have a doctoral degree in Communication, and while we will consider applicants with terminal degrees in an allied discipline, the successful applicant will make his or her intellectual home in the communication discipline. A completed Ph.D. is strongly preferred, but advanced ABD

applicants will be considered (In the event that the Ph.D. is not completed by August 2008, initial appointment will be made at the rank of instructor.) Applicants must demonstrate evidence of accomplishment in research and teaching appropriate for appointment at a major research university, and preference will be given to candidates who show potential for securing external funding for research and have practical experience with health professionals.

This position will be filled contingent upon available funding. Salary is negotiable. According to Florida law, applications and meetings regarding the search are open to the public. USF is an EO/AA/equal access institution. For disability accommodations, please notify the search chair at least five working days in advance of need. The department strongly encourages applications from scholars of color. A completed application file includes a letter of application, curriculum vitae, three letters of recommendation, and documentation of high-quality teaching and scholarship. Please send applications and supporting materials to: Dr. Eric M. Eisenberg, Chair, Health Communication Search Committee, Department of Communication, University of South Florida, 4202 East Fowler Avenue-CIS 1040, Tampa, FL 33620-7800.

The University of South Florida is among the nation's top 63 public research universities and one of 76 universities designated as community-engaged by the Carnegie Foundation for the

Advancement of Teaching. It is one of Florida's top three research universities, and the only one set in a diverse, metropolitan environment. Further information about the department, its students, and faculty is available at our Website, <http://www.cas.usf.edu/communication/>. Inquiries can be addressed to Dr. Eisenberg by e-mail (eisenber@cas.usf.edu) or phone (813-974-6823).

■ **UNIVERSITY OF TEXAS AT EL PASO**
Department of Communication

The Department of Communication at the University of Texas at El Paso (UTEP) is seeking to fill the Samuel Shirley and Edna Holt Martson Endowed Professorship in Communication. Applicants should have sufficient research and teaching accomplishments to warrant appointment to the rank of professor, and they should possess a history of successful grantsmanship. Applicants should have a Ph.D. in communication, or a sub-area within the discipline, and they should teach and conduct research in one or more of the following areas: **communication and public health, communication in developing countries, or a related area, e.g., risk communication and crisis communication.**

To apply for this position, submit a letter of intent, curriculum vitae, and names of three references to: Dr. Patricia D. Witherspoon, Chair, Department of Communication, Cotton Memorial, Room 202, University of

Texas at El Paso 79968-0550. Questions about the position should be directed to Dr. Witherspoon at 915-747-6287 or witersp@utep.edu.

UTEP is situated in the largest, bi-national metropolitan area in the world. It is a doctoral/research-intensive university in the Carnegie Classification of Institutions of Higher Education. It has an enrollment of approximately 20,000 students, and is a Hispanic Serving Institution. The Department of Communication, one of the larger departments on campus, currently awards baccalaureate and master's degrees, and includes undergraduate programs in Print Media, Electronic Media, Organizational and Corporate Communication, Advertising, and Communication Studies. Its companion structure, the Sam Donaldson Center for Communication Studies, includes research initiatives, academic enrichment programs, and outreach activities for high school students and communication professionals.

The University does not discriminate on the basis of race, national origin, sex, religion, age, disability, veteran status or sexual orientation in employment or the provision of services.

■ **UNIVERSITY OF WISCONSIN-MILWAUKEE**
Department of Communication

The Department of Communication seeks to hire a tenure-track assistant professor specializing in **health and/or science communication in interpersonal, organizational or social influ-**

ence contexts. The successful candidate will be a strong teacher and scholar grounded in social science and will contribute to UW-Milwaukee's anticipated School of Public Health.

Ph.D. (or ABD) in Communication required. Send letter, vita, teaching credentials, writing sample, and three letters of recommendation to: Prof. Nancy Burrell, Chair, Department of Communication, UW-Milwaukee, Milwaukee, WI 53201. To learn more about Communication and UWM, please see <http://www.uwm.edu/letsai/jobs/index.html>.

■ **WAYNE STATE UNIVERSITY**
Department of Communication

The Department of Communication at Wayne State University invites applications for a tenure track assistant professor in communication studies, with an emphasis in one or more of the following areas preferred: **conflict, health, science,** intercultural, interpersonal, or organizational communication; communication and technology; persuasion; and social influence or social support. Applicants must have a Ph.D. and an active program of scholarship as well as a strong record of teaching, and interest in both undergraduate and graduate (M.A. & PhD) education.

Applications are made through the WSU Online Hiring System at <http://www.jobs.wayne.edu> referring to posting number F97335. Applications should include: letter of application, cv,

and three letters of reference.

The Department of Communication is committed to building a diverse faculty and educating a diverse student population. We encourage candidates who can serve well in a dynamic, multicultural urban environment. Wayne State University is an affirmative action/equal opportunity employer. Women and minority applicants are encouraged to apply.

For detailed information about the Department of Communication at WSU, please see <http://www.comm.wayne.edu> For questions, contact the search committee chair, Prof. Mary Garrett, at mary.garrett@wayne.edu.■

Appendix F:

Job opportunities for doctoral program graduates, Federal and other government

■ ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED)

Chief of Party/Deputy Chief of Party, West or Southern Africa

AED is seeking candidates with strong management skills and technical expertise in health for long term, resident positions in West or Southern Africa. Candidates should have 10 or more years of field experience providing leadership and technical direction to large projects.

Experience managing USAID-funded programs and field offices and knowledge of US government regulations (FAR and AIDAR), procedures, and contracting requirements essential. Expertise in behavior change communications, reproductive health and HIV/AIDS highly desirable. Candidates must have an advanced degree in public health, social science or related areas, strong interpersonal, supervisory, and organizational skills and excellent English language skills, both written and spoken.

Please send cover letter and cv including your availability to employ@aed.org.

■ US AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

International Resources Group (IRG)

The International Resources Group (IRG) is seeking a writer/editor and research analyst for a Washington, DC-based assignment under a current USAID contract. The Asia and Near East (ANE) Bureau Writer/Editor and Research Analyst is responsible for writing, editing and coordinating high priority and high visibility documentation and presentation materials for senior officials in USAID's Bureau for Asia and the Near East. The ANE Bureau Writer/Editor and Research Analyst is also responsible for performing in-depth research, analysis, and reference services on a variety of topics to support the development of strategies, and the analysis of program activities and achievements in the ANE region.

Technical responsibilities: (1) Conduct background research, write, and edit high profile and high visibility documentation and presentation materials for senior USAID/ANE manag-

ers. This may include congressional testimony, talking points for high visibility meetings and official delegations, and bureau presentation narratives. (2) In collaboration with USAID/ANE staff, coordinate the preparation of bureau documents, briefing books, and other resource materials. (3) Perform short- and long-term reference and substantive research to meet the needs of the ANE Bureau. This may include substantive research to support the development of Agency and Bureau strategic objectives and program strategies. Prepare success stories, document lessons learned, and identify on-going challenges relating to USAID activities in the ANE region. This may include travel to ANE Missions to work with mission program office and technical staff on strategy development and/or program monitoring and reporting. (4) Write substantive material for inclusion on the ANE Bureau's external and internal websites in collaboration with the ANE Sr. Outreach Coordinator. (5) Edit material provided by specific offices within the Bureau, and provide other writing and editing support as needed. (6) Remain current on USAID programs and

trends and priorities in international development and specifically the Asia and Near East, and share relevant information with ANE Bureau. (7) Consult on-line development resources from USAID and non-USAID information sources including the World Bank, United Nations, other donor organizations, the media, and commercial databases to provide timely and relevant information for ANE Bureau users.

Qualifications: Ph.D. or masters degree in communication or related field; demonstrated writing and editing skills, prefer experience with government reports, speeches, congressional testimony and/or web content; demonstrated ability to conceptualize, develop, and produce research products in response to USAID requirements; excellent research, analytical, organizational, and communications skills essential; two to four years research, writing and editorial experience; ability to work effectively both individually and as a member of a team; must be able to plan, organize, and use time effectively; ability to handle multiple tasks simultaneously and work within tight deadlines; knowledge of international development issues; knowledge of the organization and operation of USAID is a plus.

Send resume, cover letter, and references to Reconstruction@irgltd.com with "ANE Bureau Writer" in the subject line. International Resources Group (IRG) is an international professional services firm that helps governments, the private sector, com-

munities, and households manage critical resources to build a cleaner, safer, and more prosperous world. Since its inception in 1978, IRG has completed over 750 contracts in 137 countries, delivering high-quality, cost-effective services that promote positive economic growth, institutional and social change, and intelligent use of resources-human, physical, environmental, and financial.

**■ DEPARTMENT OF AGRICULTURE
Animal and Plant Inspection Service (APHIS)
Communication and Training Specialist**

The incumbent serves as communication and training specialist at the Professional Development Center (PDC) in Fredrick, MD. The incumbent develops and conducts training and communication programs for plant protection and quarantine (PPQ) personnel. Major duties include, but are not limited to: Carrying out systematic identification of communication and training, and development of reference/resource needs of PPQ personnel and other clients. Utilizing the findings of evaluations to design, develop and/or improve training programs. Developing techniques, surveys and assessment tools to appraise performance, skill and knowledge levels of personnel. Adopts comprehensive and nontraditional training and education designs to remedy performance problems or enhance performance of professional personnel. Establishing and maintaining professional

contacts and cooperative relations with training and academic institutions, industry representatives, animal and APHIS program managers and staff, and other training/education professional within APHIS and other government agencies. Serves as an administrator of instruction by delivering classroom and self-paced training. Serves as an evaluator of training, communication and education programs and makes recommendations to management as to the practical application of these programs for PPQ employees.

Requirements: Successful completion of a Ph.D. or equivalent doctoral degree with major study in science communication, health education or other related field, or three full years off progressively higher level graduate education leading to such a degree. Education must be obtained from an accredited college or university.

**■ DEPARTMENT OF AGRICULTURE
Foreign Agricultural Service
Supervisory Public Affairs Specialist**

This position is located in the Legislative and Public Affairs Staff, Public Affairs and Executive Correspondence Staff. FAS is looking for people who want to work to improve foreign market access for US products. FAS operates programs designed to build new markets and improve the competitive position of US agriculture in the global marketplace.

Apply to: HQ Farm Service Agency, 1400 Independence Ave. SW, Washington, DC 20250-0590. For questions about this job: Sheila H. Campbell, phone: (202)401-0145, TDD: 202-205-9057, e-mail: sheila.campbell@wdc.usda.gov.

**■ DEPARTMENT OF AGRICULTURE
Forest Service
Public Affairs Specialist**

Applications for this position are being processed through an on-line applicant assessment system that has been specifically configured for USDA Forest Service applicants. To obtain information about this position and to apply, please click on <http://www.avuecentral.com/vacancy.html?ref=AXOWS>.

Apply to: Forest Service. Refer to announcement for instructions. Albuquerque, NM 87109, Fax: 505-563-9991. For questions about this job: ASC-HCM (Staffing), phone: 877-372-7248, Fax: 505-563-9991, e-mail: fsjobs@fs.fed.us.

**■ DEPARTMENT OF AGRICULTURE
Forest Service
Director of Public Affairs**

Serves as the Director for the Public Affairs Unit in the Regional Office and principal expert and advisor to the Regional Forester and Leadership Team on the effects and relationships between regional programs and the social, economic and political environment of the region as well as in matters relating to

communication with and to the public. Performs work related to public affairs program activities, such as coordinating news and information, media interviews, developing communication plans, coordinating agency information programs, evaluating agency public affairs programs, etc. Evaluates impacts and effectiveness of public affairs programs. Establishes and maintains relationships with the general public, the news and information media, key officials, agency stakeholders, industry representatives and/or community groups in order to communicate and disseminate program information which results in an understanding of the agency's missions and activities. Performs administrative and human resource management functions relative to the staff supervised. Plans, schedules, and assigns work to subordinates. Establishes guidelines and performance expectations for staff members. Provides feedback and periodically evaluates employee performance. Provides advice, counsel and/or instruction to staff members. Recommends or approves appointments, selections or reassignments to positions appropriate to the selection authority delegated. Implements disciplinary measures as appropriate to the authority delegated in this area. Carries out equal employment opportunity policies and program activities.

Knowledge, skills and abilities: Leading change—Ability to develop and implement organizational vision, integrating key national and program goals; ability to balance change and conti-

nunity, improve customer services and program performance, create a work environment that encourages creative thinking. Program knowledge—Knowledge of communication and public affairs principles, methods and techniques. Building coalitions/Communication—Ability to explain, advocate for and express facts and ideas in a convincing manner and develop professional networks to enhance the work of the organization. Results driven—Ability to make timely and effective decisions and produce results through strategic planning and the implementation and evaluation of programs and policies. Leading people—Ability to design and implement strategies that maximize employee potential, emphasize safety, and foster high ethical standards in meeting the organization's vision, mission and goals. Business acumen—Ability to acquire and administer human, financial, material and information resources that instills public trust, accomplishes organizational mission, and uses new technology to enhance decision-making.

Requirements: Ph.D. in communication, and one year or specialized experience at least equivalent to G-13 level.

**■ DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration (NOAA)
Communications Specialist**

NESDIS is looking for good people to manage our world-class operations. Our satellites

monitor US and global weather conditions and we also have three world-class data centers. The data from NESDIS satellites help save lives and resources.

As the Communications Specialist, you will develop and execute a broad range of communications activities to support a marketing strategy for NESDIS. You will develop and organize NESDIS-related exhibits and materials for communicating NESDIS information.

Apply to: US Department of Commerce, WFMO/CSO, 325 Broadway, Boulder, CO 23510. For questions about this job: Lars Morales, phone: 303-497-6292, e-mail: Lars.Morales@noaa.gov.

**■ DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration (NOAA)
Supervising Communication Specialist**

NOAA Research headquarters is located in Silver Spring, MD. The newly-formed Communications Office offers the opportunity to manage with bureau-wide responsibility while exercising principal responsibility for office- or division-level administrative management. The incumbent will formulate/implement organizational goals and objectives, plan/evaluate programs, design organizational structure, promote economy of operations, plan/control an organizational budget; or carry out projects involving the substance of key bureau or Department programs.

Key requirements are: Ph.D. or equivalent in the field of science and/or environmental communication, excellent oral and written communication with external and internal workforce, ability to develop and implement policy and direction for communication activities, ability to supervise a communication staff.

**■ DEPARTMENT OF COMMERCE
Office of the Secretary of Commerce
Deputy Chief Information Officer**

The Department of Commerce is currently seeking a highly motivated individual to serve as the Deputy Chief Information Officer. The Deputy Chief Information Officer reports directly to the Chief Information Officer in carrying out the requirements of this position.

The Department is comprised of 13 bureaus, supporting our mission to encourage economic growth that benefits all American industries, workers and consumers; enhance technological leadership and environmental stewardship; and advocate market growth strategies. For additional information about DOC, please visit www.doc.gov.

This position is in the Senior Executive Service (SES). Positions in the SES are not graded. SES pay is commensurate with qualifications. SES employees are eligible for bonuses and awards based on performance. Veterans preference is not applicable to the SES. Selectee is subject to

a one-year probationary period unless currently serving under an SES appointment. SES members may be subject to reassignment across geographic, organizational, and functional lines. Visit our Website (www.opm.gov/ses) for additional information and benefits for SES employees.

Apply to: Department of Commerce, 14th & Constitution Avenue, OS/OHRM, Washington, DC 20230, Fax: (202) 482-2922. For questions about this job: Denise Howell Parker, phone: (202) 482-5243, Fax: (202) 482-2922, e-mail: Dhowellparker@doc.gov.

**■ DEPARTMENT OF HEALTH AND HUMAN SERVICES
Center for Biologics Evaluation and Research
Science Communication Advisor**

This position is located in the Office of the Director, Center for Biologics Evaluation and Research (CBER), Rockville, MD.

The incumbent will work directly for the Director, including the Center Deputy and Associate Directors as well as those in various offices in CBER and the Food and Drug Administration (FDA) as a whole to address and complete tasks that reflect the Director's priorities and goals. The incumbent will provide strategic leadership planning and coordination for CBER's high level scientific and public health communications.

The incumbent in this position is deemed an essential employee.

Apply to: Department of Health and Human Services, 5515 Security Lane, Rockwall II Building, 10 Floor, Suite 1000, Rockville, MD 20852, Fax: 301-480-5855. For questions about this job: Rockville Center HelpDesk, phone: 888-478-4340; Fax: 301-480-5855; TDD: 800-877-8339; e-mail: quickquestions@psc.gov.

■ DEPARTMENT OF HEALTH AND HUMAN SERVICES

**Centers for Disease Control and Prevention (CDC)
Global Immunization Division
Communication Consultants/
Volunteers**

The Stop Transmission of Polio (STOP) Program is part of the Global Immunization Division at the Centers for Disease Control and Prevention (CDC), Atlanta, Georgia. CDC, along with the World Health Organization (WHO) and UNICEF, sends volunteers through the STOP program to support countries toward the eradication of polio, reducing measles mortality and morbidity, and supporting routine immunization programs. The STOP program is recruiting qualified, enthusiastic communication professionals who can volunteer to support vaccine-preventable disease activities through country placements from January through April 2008.

CDC and its global partners are recruiting volunteers to assist with this project as field-based communication support consultants. Assignments are 12 weeks in length, beginning with ten days of training in Atlanta, GA,

in January 2008, prior to deployment to field positions. The purpose of training is to provide team members with basic knowledge and skills necessary to work as field-based communication support personnel for polio eradication and routine immunization programs.

Communication STOP team members work at the national, provincial or district levels, may be paired with one or more national counterparts, and will receive travel and living allowances. Team members will work to support the development, implementation and evaluation of communication and social mobilization activities with an emphasis on linking social-cultural understanding to health data on immunization and polio incidence.

STOP teams require highly qualified communication professionals selected from a global pool of applicants. The minimum qualification to be considered for a communication STOP assignment is at least six years of relevant professional experience, preferably in the field of communication. Advanced degree (Ph.D.) is preferred. Relevant experience is defined as having worked (school work/internships not included) in one or more of the following areas: public health campaigns or immunization programs, social marketing, mass media campaigns, program communication activities, development or social welfare projects. Command of English is required. Fluency in French or Portuguese, or prior international experi-

ence, are considered additional strengths.

It is also important to be a self-starter, to be very flexible, and to work well with people of different cultures and under difficult conditions. It cannot be over-emphasized that each candidate must work exceptionally well as a part of an interdisciplinary and multi-national team. Also, many of the country assignments present living conditions that are especially challenging such as lack of electricity, inconsistent water supply, difficult communications systems and demanding travel. These conditions should be considered as part of the assignment prior to submitting applications.

Applications, including CV and cover letter, should be submitted to UNICEF at the following e-mail: jbates@unicef.org, with Communication STOP in the subject heading.

**■ DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
Health Communications
Specialist**

As a global leader in public health, CDC is the nation's premier health promotion, prevention, and preparedness agency. Whether we are protecting the American people from public health threats, researching emerging diseases, or mobilizing public health programs with our domestic and international partners, we rely on our employees to make a real difference in the

health and well-being of people here and around the world.

The incumbent will serve as a health communication expert responsible for supporting the planning, implementation, and evaluation of various health communication activities, projects, and products. This position is located at the Centers for Disease Control and Prevention, Office of the Director, Office of Enterprise Communications, CDC Connects, Atlanta, GA.

Apply to: Department of Health and Human Services—CDC, 4770 Buford Highway, Atlanta, GA 30341, Fax: 770-488-1979. For questions about this job: HR Customer Service, phone: 770-488-1725, Fax: 770-488-1979, TDD: 770-488-1228, e-mail: hrcs@cdc.gov.

■ DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
Lead Health Communications Specialist

The incumbent will serve as Team Leader in the Division of Health Assessment and Consultation, Health Promotion and Community Involvement Branch. He/she will lead employees performing two-grade interval professional/technical/administrative duties in support of the Agency for Toxic Substances and Disease Registry (ATSDR) missions and goals.

This job is located at the Department of Health and Human Ser-

vices (HHS), Centers for Disease Control and Prevention (CDC), Agency for Toxic Substances and Disease Registry (ATSDR), Division of Health Assessment and Consultation, Atlanta, GA.

Apply to: Department of Health and Human Services—CDC, 4770 Buford Hwy, NE, Mailstop K16, Atlanta, GA 30341-3724, Fax: 770-488-1979. For questions about this job: HR Customer Service, phone: 770-488-1725, Fax: 770-488-1979, TDD: 770-488-1228, e-mail: hrcs@cdc.gov.

■ DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
Health Communication Specialist

The incumbent serves as technical resource in assessing, planning, developing, coordinating, implementing, and evaluating new or novel public health communication strategies for national dissemination of information to primarily specialized, high-risk groups, policymakers, special interest groups, and comparable audiences through a variety of print and audio-visual media outlets. Plans, organizes, and carries out workshops, conferences, public meetings, and symposia. Supports and/or coordinates public health research and interventions through extramural program management. Initiates and/or participates in evaluation efforts and studies to develop and implement public health communication products for a broad or at-risk audiences. Develops

methodologies and techniques to assess the effectiveness of health communications and to develop and/or improve communication products accordingly. Manages and oversees national public health communication campaigns. Develops strategic plans to achieve campaign goals and objectives. Establishes and maintains internal and external partnerships to plan, implement, and evaluate national campaigns. Arranges for media coverage and message execution and prepares reports or briefs for review by management and/or community partners.

Requirement: Ph.D. in communication or equivalent graduate degree or three full years of progressively higher level graduate education leading to such a degree.

Questions regarding this announcement should be referred to: Atlanta HR Customer Service Center, HRCs@cdc.gov.

■ DEPARTMENT OF HEALTH AND HUMAN SERVICES
National Institutes of Health
Supervisory Public Affairs Specialist

If you are an exceptionally talented, knowledgeable and motivated individual with experience in public communications and public liaison as well as a dynamic leader who welcomes the challenge of increasing public awareness of outstanding information services, cutting-edge biomedical informatics research, and innovative grant and

training programs, this executive position at the National Library of Medicine provides an exceptional opportunity for you. For more information, please visit <http://www.nlm.nih.gov/>.

Apply to: Department of Health and Human Services/NIH, 2115 East Jefferson Street, Room 1-G105, Bethesda, MD 20892-8502; Fax: 301-480-1392. For questions about this job, please contact Ron Canada, (301) 402-7375; Fax: 301-480-1392; e-mail: canadar@mail.nih.gov

■ **DEPARTMENT OF HEALTH AND HUMAN SERVICES**
Office of the Secretary of Health and Human Services Strategic Communications Manager

This position is located in the Office of Policy, Strategic Planning and Communications (OPSP), Office of the Assistant Secretary for Preparedness and Response (ASPR), Department of Health and Human Services (DHHS). As a component of the Public Health Service, ASPR develops public health and medical preparedness and response capabilities. The principal areas of program emphasis are enhancement of state and local public health and medical preparedness, primarily health departments and hospitals; development and use of national and departmental policies and plans relating to public health and medical threats and emergencies; coordination with relevant entities inside and outside HHS such as state, local and tribal public health and

medical officials, the private sector, the Departments of Homeland Security, Defense, Veterans Affairs, Justice, the Homeland Security Council, and National Security Council, other ESF 8 partner organizations, and others within the national security community; rapid public and medical support to federal, state, local and tribal governments who may be responding to incidents of national significance or public health emergencies; coordination, support of, and participation in research, development and procurement activities related to public health emergency medical countermeasures destined for the strategic national stockpile, including under Project BioShield; leadership in international programs, initiatives, and policies that deal with public health and medical emergency preparedness and response related to naturally occurring threats such as infectious diseases and deliberate threats from biologic, chemical, nuclear and radiation sources; and leadership and oversight on medical, science, and public health policies, issues, and programs.

Apply to: Department of Health and Human Services, DHHS Rockville HR Center, 5600 Fishers Lane Room 7B-43, Rockville, MD 20857, Fax: 301-562-8968. For questions about this job: Rockville Center HelpDesk, phone: 888-478-4340. Fax: 301-562-8968, e-mail: quickquestions@psc.gov.

■ **ENVIRONMENTAL PROTECTION AGENCY**
Communications Specialist

Founded in 1970, EPA is a dynamic organization employing people from diverse backgrounds dedicated to improving and preserving the quality of public health and the environment. EPA seeks to recruit exceptional men and women who will work in new creative ways that are cleaner for the environment, cheaper for business and taxpayers, and smarter for America's future.

This position is located in the Office of Administration and Resources Management (OARM), Office of Policy and Resources Management (OPRM), Information and Human Resources Team, Washington, DC. The mission of the office is to serve as the principal staff to the Assistant Administrator on matters related to program management, budget, human resources and workforce development programs, and administrative operations within OARM.

Apply to: Environmental Protection Agency, Office of Administration and Resources Management, 1200 Pennsylvania Ave, NW, Washington, DC 20460-000, Fax: 202-564-0685. For questions about this job: Linda Portis, phone: 202-564-0610, Fax: 202-564-0685, e-mail: portis.linda@epa.gov.

■ **THE STATE OF MONTANA**
Department of Public Health and Human Services
Risk Communication/Special Populations Coordinator

The Department of Public Health and Human Services seeks a risk

communication/special populations coordinator. This position serves as a disaster and emergency management specialist for the division and is responsible for developing, integrating, and monitoring state and local-level planning and preparedness activities; coordinating outreach, training, and related functions in support of ongoing program operations and activities; and performing a variety of other duties as assigned, including serving on related communication committees to represent the department, serving as operations manager for the Emergency Public Information Center, and serving as department backup for the public affairs officer and media relations specialist. This position reports to the program coordinator, designee, or section supervisor and does not directly supervise other agency personnel unless otherwise indicated.

Requires knowledge of principles and practices of public health education and disease prevention; strategic planning and program development; and youth, adult, and community education principles; business, technical, and media communications; and federal, state, and department regulations and requirements pertaining to public health programs. Skill in developing program plans and operational models according to unique community needs and funding requirements; analyzing, interpreting, and applying public health standards and regulatory requirements to unique situations; operating standard office technologies and software; developing and delivering

public presentations and outreach materials; and excellent oral and written communication.

Eligible state employees are also provided paid health, dental, vision and life insurance. Other benefits, including a deferred compensation program, public employees retirement system, annual leave, sick leave, paid holidays and up to 15 days military leave with full pay. ■

Appendix G:

Job opportunities for doctoral program graduates, Private

■ RTI INTERNATIONAL Health, Social and Economics Research Unit Senior Research Health Communication Analyst

RTI is an independent organization dedicated to conducting innovative, multidisciplinary research that improves the human condition. With a worldwide staff of more than 2,500 people, RTI offers innovative research and development and a full spectrum of multidisciplinary services. Universities in North Carolina founded RTI in 1958 as the first scientific organization in and centerpiece of the Research Triangle Park.

The Health, Social and Economics Research Unit within RTI International has an immediate opening for a senior research health communication analyst to participate in the development and implementation of large research and evaluation projects, providing leadership and vision in further developing health education and social marketing research.

Responsibilities include (1) leading data collection and analysis of community level evaluation

research projects; (2) leading qualitative data collection through focus groups, and other method; (3) promoting both qualitative and quantitative approaches to evaluating studies in the such areas as obesity, cardiovascular health, nutrition, and/or physical activity experience; (4) experienced in obtaining research funding for new grants and contracts; (5) motivating, mentoring, and supervising junior and mid-level research staff. Additionally, previous experience in cancer control topics is a plus

Qualifications include a PhD in Communication, Psychology, Sociology, Public Health, or related field. Candidates should be trained in health and/or social sciences and demonstrate ability to contribute to the planning, development, and implementation of research, evaluation, or field studies within public health. The ideal candidate will have a minimum of five years experience in a research environment with 10 years ideally desired. Experience in management and direction of a complex, comprehensive multi-level health promotion or disease prevention outcome related evaluations. Demonstrated results in obtaining competitive funding

and publishing in peer-reviewed journals. We are proud to be an EEO/AA employer M/F/D/V

Interested applicants must apply online at www.rti.org/careers and refer to position: Senior Research Health Communication Analyst 1 (Job # 11105). Please mention that you saw this job on jobs.phds.org, reference code: 11105.

RTI International is one of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice. With projects in more than 40 countries and a staff of more than 2,600, RTI offers innovative research and technical solutions to governments and businesses worldwide in the areas of health and pharmaceuticals, education and training, surveys and statistics, advanced technology, democratic governance, economic and social development, energy, and the environment.

■ BIOPHARMACEUTICALS Medical Writer/Editor/Researcher-Urology

This position is responsible for analyzing and extracting medical data, as well as assisting in

development of our publications division. This position will also be responsible for coordinating the research publication archive, and providing general editing and proofing of research documentation.

Essential duties and responsibilities: Maintain research publication archive. Prepare presentations on clinical trial data. Prepare abstract, poster and/or presentation for academic meetings. Assist with medical writing, editing, and proofing as needed.

PhD or M.D. preferred. Minimum three years medical writing experience. Experience analyzing and extracting data. Strong experience writing articles for research publications. Experience in writing grant and patent applications a plus. Experience in Urology a must. Requires excellent organizational, verbal communication, medical writing skills. Able to work independently. Attention to detail.

■ BIOTECH GENERAL Manager, Scientific Communications

We currently have an opening for a Manager, Scientific Communications, Hypertension, in our Parsippany, New Jersey location. This position will be responsible for maintaining a current and accurate scientific knowledge of all completed sponsored clinical studies conducted with brands related to the field of hypertension. The Manager will maintain expert knowledge of scientific details related to disclosed

landmark clinical studies, key competitor studies in the field of hypertension.

Responsibilities: As Manager, Scientific Communications, Hypertension, you will be responsible for helping to ensure the accuracy of all product related data disclosures in corporate material, corporate-supported scientific publications and on corporate designated websites for company brands related to hypertension. In this role, you will participate in the development of publication plans by providing strategic input and identifying gaps, and for participating in the management and execution of U.S. publication plans for hypertension products. You will participate in the development and management of the medical slide library, and manage the medical slide vendor. You will help develop strategies, evaluate vendors and identify education partners for continuing medical education activities. You will participate on the Publication Review Committee, the Grant Committee, and on advocacy initiatives, as well as represent the hypertension therapeutic area at company sponsored functions. You will help with the development and presentation of information provided at internal scientific strategy meetings, provide scientific support to internal medical colleagues, and serve as a scientific consultant for the Advertising Review Committee. Additionally, you will assist in the training, supervision and recruitment of postdoctoral fellows for the department. This position requires approximately 40% travel.

Education/Experience requirements: Qualified candidates will have an MD, PharmD, PhD, or degree equivalent. Residency, fellowship, or post-doctoral education is preferred. You must possess at least two years of experience in the healthcare, pharmaceutical or research industries. A minimum of two years of experience reviewing and summarizing clinical data in the development of scientific communication is required. At least 1-2 years of experience working with healthcare providers on a peer to peer level is ideal. It is imperative that you have the ability to work within a cross function team, influence without authority, and negotiate. Additionally, you must have excellent communication, prioritization, and multi-tasking skills.

This job posting indicates the general nature and level of work expected of the incumbent. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities required. Incumbent may be asked to perform other duties as required.

■ CELL PRESS Assistant Editor

Cell is seeking an assistant editor to join the editorial team of its dynamic new front section called Leading Edge. Launched in December 2005, Leading Edge explores all areas of cell and molecular biology research in both traditional Cell formats (Reviews, Minireviews and Previews) and new formats (Essay, Correspondence, Select, Snap

Shot), while also including discussion of, for example, science policy and funding in Analysis and Commentary articles. The successful candidate will have a PhD in science communication and/or the biological sciences and preferably some postdoctoral experience, broad scientific interests and an ability to critically evaluate the relevant published literature, a flair for using the English language and a true passion for both science and science communication. They should be highly organized and dedicated, with excellent written and oral communication skills and should be willing to work to tight deadlines within close-knit editorial and production teams.

The position is fulltime and based in Cell's Cambridge, MA headquarters. Cell Press offers an attractive salary and benefits package and a stimulating work environment. Applications will be considered on a rolling basis. For consideration, please apply online and include a cover letter, resume, and a 1000-word Preview about your favorite Cell paper. Our online jobs site is www.elsevier.com/wps/find/job_search.careers.

■ THE CONSTELLA GROUP Divisional Communications Specialist III

Constella Group, LCC has an opportunity for a Communications Specialist III in Marketing and Media Services. The incumbent will be responsible for providing comprehensive marketing plan development, message development, campaign implementation,

and media and public relations support for public health programs. The Communication Specialist will lead the development of crisis and risk communication plans for CDC and other health agencies, develop and present advance executive media training, and provide senior leadership on communication strategies. The incumbent will use advanced skills to manage and support a variety of communications projects for federal government and other clients in the health education, emergency operations and prevention arena; coordinates and conduct projects to promote client services; develop and implement crisis communication plans and media outreach plans as needed; provide substantial senior-level writing, editing and research support including, but not limited to, communication strategy documentation and training materials production; advise clients on communication strategies; provide advanced media training to senior-level staff; interacts with the media and maintains media lists; assist with researching and developing budgets; direct and lead the work of others.

Essential functions: Coordinate work with outside vendors as well as internal work to promote federal government and other client services to selected media outlets, including media visits, materials development, advertising campaigns and production of b-roll video. Develop and implement media outreach plans and advise clients on communication strategies, including development of crisis and emergency risk

communication plans. Develop and present advanced media relations and message training to senior-level staff. Provide wiring support in the production of procedural strategic communication manuals, users' guides, reference manuals, tutorial and learning materials, summaries of educational materials, and publication development for health communications' publications, texts, documents, fact sheets, news releases, speeches, promotional materials, website and journal articles as required. Develop and maintain media lists, and coordinates media monitoring. Interact with media as needed. Able to write for different literacy levels and different health constituencies. Works closely with graphic designers, providing input into design of final products

Requirements: Experience in communication planning, strong background in media relations and advanced media training concepts and practices. Ability to manage multiple projects and tasks. Ph.D. required, preferably in journalism, mass communication or related area. Minimum of five years in the field or related area. Background in health education preferred. Disaster preparedness and bioterrorism experience a plus.

■ GREY HEALTHCARE GROUP Biomedical Writer

The biomedical writer ensures that scientific materials produced by our medical communications companies are of high quality, supported by current scientific

thinking and are consistent with CME scientific requirements with the ultimate goal of maintaining and building the scientific reputation of Grey Healthcare Group. The writer regularly interacts with opinion leaders and other internal and external scientific professionals as well as works closely with the account services teams to ensure ongoing, positive relationships with our clients.

Responsibilities include writing and managing the development of medical/scientific journal articles, posters, abstracts, and CME-eligible slide presentations. Involvement in Data Patrol teams. Monitoring scientific literature for items relevant to current and future clients. Ensuring Phase Five and IMsci account services staff and clients are up to date with relevant scientific news. Supporting Account services staff in development of sales force educational materials. Attendance at US and international conferences may be required.

PhD in Communication and/or Biological Sciences with medical writing, research and scientific publishing experience. Strong written and oral communications skills with the ability to effectively communicate to both scientific and non-scientific audiences. Good presentation skills, including the ability to prepare PowerPoint decks. Ability to be a strong team member in cross-functional roles. Ability to travel to conference/symposium presentations and to meet medical professionals/thought leaders.

Please apply to hr@ghgroup.com.

■ OGILVY PUBLIC RELATIONS WORLDWIDE Account Director, Emergency and Risk Communication Group

Ogilvy Public Relations Worldwide is seeking an account director to run the day-to-day operations of a national, integrated social marketing campaign in its Washington, DC office. This creative and innovative campaign combines our public relations expertise with the expertise of our marketing and advertising partners to promote risk awareness and disaster education in the area of flood protection.

For nearly two decades, Ogilvy PR has been at the forefront of social marketing and emergency and risk communications, advancing personal and public health and safety via communications initiatives. On the international, national, state and local fronts, we help organizations meet their goals and change community and personal behaviors. Among our achievements in social marketing, we provided landmark support for the CDC's America Responds to the AIDS campaign (lauded by PR Week as one of the top 20 public relations campaigns of the 20th century). We have more than two decades of expertise in disaster education and preparedness initiatives for federal and state organizations. We have also helped raise awareness of women's heart disease for the National Heart, Lung and Blood Institute through

The Heart Truth campaign and its widely recognized national symbol, the Red Dress.

This is an exciting opportunity to put your leadership skills to work on a multi-year, multi-million dollar federal government account that is making a difference in local communities nationwide.

We are seeking a public relations professional with management experience in a public relations agency environment to be the day-to-day lead on a large, established federal government account. Working closely with the vice president, the account director will provide exceptional client service while managing relationships between partners, managing project deliverables, and managing and developing a staff of three. Specifically, he/she will strategically direct media relations efforts, write media materials and oversee partnership development. The successful candidate will also play the primary role in contract management, partnering with the local finance and contracting teams to ensure optimal performance against budgeted deliverables.

Requirements are seven to ten years of public relations experience, experience working in a PR agency required; proven media relations success, including high-profile placements; relationships with journalists and an expertise in writing for the media; strong multi-tasking and project management skills with a focus on superior client service; excellent writing and presentation skills; demonstrated ability to manage

and mentor junior staff; experience managing and budgeting for federal government contracts, preferably at a PR agency; experience with disaster, flood and risk education programs preferred; experience with or working knowledge of state EMA operations, Federal Emergency Management Agency's Mitigation Division, and/or floodplain management a plus.

Please send a cover letter, resume and salary requirements to jobopsdc@ogilvypr.com and note ERC-AD-07 in the subject line. For more information, contact Ogilvy PR Worldwide, 1111 19th Street NW, 10th Floor, Washington, DC 20036.

■ **WESTERN STATES COMPANY**

Senior Manager, Medical Science Liaison

Duties and responsibilities: Formulates, develops and maintains professional relationships with current and future thought leaders in academic and clinical medicine, other healthcare practitioners and decision makers, as well as internal customers, to convey complex medical and scientific data and identify further leveraging opportunities for Dey, L.P.'s product line. Communicates product-related information to investigators and institutions. Provides information on research developments and new concepts in medical treatment giving perspective to field activities associated with growing existing products and bringing new products to market.

Support to external customers: Identifies and maintains relationships with key priority professional customers, including key thought leaders and other key decision makers. Information should be tailored to the needs of the local healthcare community, including patient advocacy groups, in support of national product strategy and regional opportunities. Communicates complex medical and scientific information to these key audiences. Serves as the primary scientific contact with Dey, L.P. Creates/develops medical and scientific advocates through thought leader recruitment and development. Provides custom solutions to key priority professional customers' information needs/opportunities (e.g., educational initiatives, information for formulary evaluation of Dey products, clinical, outcome, or Investigator Initiated Trial research opportunities). Tracks and maintains understanding of all relevant state and federal compliance guidelines and regulations for pharmaceutical manufacturers.

Support to field based internal customers: Supports Dey marketing and sales leadership in strategic planning as well as business resource allocation as they pertain to priority customers. Contributes medical and scientific content expertise to the development and execution of local/regional educational activities. Actively participates in the presentation of complex medical and scientific content to local/regional professional audiences. Participates as needed in formulary presentations and

negotiations.

Support to other internal customers: Works closely with other Medical Affairs team members to develop tactics for communicating complex medical and scientific information to the healthcare community. Tracks the competitive medical, research and development environment in the field for therapeutic areas of commercial and research interest to Dey, L.P. Develops and maintains in-depth knowledge of business opportunities and competitive activities within assigned territory. Assists the clinical trials group (both Medical Affairs and R&D) in terms of support in identifying and screening potential investigators, support and communication with existing investigators, and referral of appropriate Investigator Initiated Trail (IIT) proposals. Facilitates transfer of safety information as needed from the practitioner to Dey Safety Officers. Provides mentoring to relevant others in areas of expertise. Acts as a technical and scientific resource for field and internal colleagues.

Requirements: MD, PharmD, or PhD in science and/or health communication or related scientific discipline. Requires eight years experience in market research, competitive analysis and product planning in the pharmaceutical industry or related medical experience, which may include jobs with medical/scientific focus. Excellent written and verbal communication skills. Ability to work independently as well as collaboratively. Proficient in Microsoft Office programs and

other common computer applications including email and Internet applications. DEY supports diversity in the work place. We are an equal opportunity employer. ■

Appendix H:

Job opportunities for doctoral program graduates, International and non-governmental

■ ACDI/VOCA Reporting and Information Officer for Northern Iraq

For 44 years and in 145 countries, ACDI/VOCA has empowered people in developing and transitional nations to succeed in the global economy. Based in Washington, DC., ACDI/VOCA is a nonprofit international development organization that delivers technical and management assistance in agribusiness systems, financial services, enterprise development and community development in order to promote broad-based economic growth and vibrant civil society. ACDI/VOCA currently has approximately 90 projects in 40 countries and revenues of approximately \$90 million.

We are currently seeking a Reporting and Information Officer for the follow-on USAID Iraq Community Action Program (ICAP II) in Northern Iraq. ICAP promotes broad-based citizen dialogue and participation among community members and governmental authorities which will assist communities in the identification and prioritization of social infrastructure needs

addressed through community-implemented projects.

The Reporting and Information Officer will be responsible for the development and implementation of the reporting and communications plan for ICAP II activities in the seven-governorate Areas of Responsibility (AoR) of northern Iraq. This plan will focus on building public awareness and developing information networks among various stakeholders, including government officials in the local and provincial governorate levels, with citizens in target regions, USAID, and the Provincial and Regional Reconstruction Teams (PRTs, RRTs) located throughout the respective AoR. The officer is expected to encourage public participation and social change, building consensus, introducing and explaining ICAP's objectives and results, disseminating information, including lessons learned and best practices from ICAP communities as well as creating an archive and a sustainable system of storage and retrieval.

Responsibilities include collecting information from various sources, including community

members, staff, internet-based Project Reporting System (PRS) for both internal and external reporting; writing weekly and quarterly project reports for submission to donor and PRT/RRT representatives; developing case studies, success stories and vignettes by meeting with community stakeholders, Community Action Group (CAG) volunteer representatives, local government officials and program staff to collect information on ICAP II best practices and lessons learned; traveling with the Chief of Party or his/her designee to various meetings with USAID, including PRT/RRT representatives located on Forward Operating Bases (FOBs) throughout the seven-governorate AoR, and the central mission located in the International Zone (IZ) in Baghdad; providing backstop support to the MIS Director for the review/revision of project information to be published via the PRS.

Qualifications: Ph.D. or master's degree in social and human sciences, and/or mass communications. Minimum of three years experience in developing targeted reporting and communications plans to diverse cultural

■ **THE CENTER FOR COMMUNITY CHANGE**
Communications Specialist

The Center for Community Change is a large national non-profit organization headquartered in Washington, DC. Its mission is to promote the development of community organizing as a national force for social and economic justice. Founded in 1968, it is known for its role in supporting the national and grassroots coalitions that led to the creation of the food stamps program, the enactment of the Community Reinvestment Act, the growth of Community Development Corporations, and the large-scale preservation of low income housing. More recently, the Center led efforts to secure a refundable child tax credit and restored food stamp eligibility to thousands of immigrant households.

The Communication Specialist will provide administrative and general support to the Communications Department particularly with outreach to Latino/Hispanic media sources.

Principal responsibilities: Play a lead role in developing a communications strategy targeted to the Latino media. Coordinate and conduct outreach to the Latino and mainstream media. Serve as spokesperson for the CCC in the Latino media. Plan and coordinate public relations programs designed to create and maintain a positive public image of the Center and its constituency. Coordinate media for immigration campaigns. Provide general communications support, including

media monitoring, logistical support for press conferences, assisting with staging events, compiling press kits, and working with media sources on advertising space. Conduct media trainings in both English and Spanish.

Qualifications: Knowledge of the field of media and press outreach experience, especially the nuances of influencing media. Excellent organizational skills, a demonstrated ability to prioritize tasks and the ability to work under pressure. Excellent written and verbal communication skills. A commitment to the Center's mission of empowering low-income community groups. Demonstrated computer skills, including experience using Windows-based software and working with websites. Fluent in reading, writing and speaking in both English and Spanish.

CCC offers a competitive salary and an excellent benefits package. Submit resume and cover letter with salary expectation to: Human Resources, Attn: Communications Specialist, Center for Community Change, 1536 L Street NW, Washington, DC 20009. Fax: 202-387-4692, employment@communitychange.org.

■ **FAMILY HEALTH INTERNATIONAL**
Associate Director, Strategic Behavior Communication

Family Health International is dedicated to improving lives, knowledge and understanding worldwide through a highly diversified program of research,

education, and services in HIV/AIDS prevention, care and treatment, reproductive health, and infectious diseases. We are seeking qualified candidates for the position of Associate Director, Strategic Behavior Communication to lead and manage the Strategic Behavior Communication component of the HIV Institute, focusing on innovative behavior change approaches to reinforce prevention, care and treatment and impact mitigation. Key responsibilities include: (1) Leading and coordinating expertise across the Institute in the development, implementation and evaluation of innovative communication strategies based on the global framework. (2) Supervising and providing strategic technical direction to communication officers and others involved in communication activities at HQ and in country offices. (3) Coordinating and managing activities of sub-contractors, consultants and other resource agencies in carrying out the HIV/AIDS Institute's behavior change communication activities. (4) Providing technical input, including standard setting and monitoring guidelines to implementing agencies. (5) Ensuring that results from behavior research and program evaluations are incorporated in the design and implementation of behavior change interventions. (6) Advising and supporting country strategies for strategic behavior communication intervention at multiple levels and sites of influence. (7) Collaborating with OGAC, USAID, CAs, UNAIDS and other donors working in the communication area to complement efforts, share information

and avoid duplication of efforts. (8) Representing the HIV/AIDS Institute as appropriate to make presentation at relevant professional meetings, task forces and conferences. (9) Remaining on top of current communications issues in the HIV/AIDS STI field through constant review of recent literature and disseminating these for application as relevant to the prevention, care and treatment and mitigation communication activities of the institutes. (10) Participating in resource development by reflecting unique and innovative approaches to communication to achieve results. (11) Liaising closely with IP for the documentation and dissemination of promising and/or best practices. (12) Performing other duties as assigned.

Knowledge, skills and ability: Familiarity with developing country traditional and modern behavior change determinants and decision making processes. Extensive knowledge of communication theory and practice. Proven skills in management, supervision and leadership. Skills in innovation, strategic planning and program evaluation. Behavior and formative research skills. Sensitivity to cultural difference and understanding of the political and ethical issues surrounding the HIV epidemic. Ability to lead and coordinate expertise of others across the Institute and to develop and maintain harmony among unit staff, sub-contractors, consultants and recipients of assistance. Ability to relate to and work with other departments of the Institute. Ability to manage programs and projects,

set realistic priorities and plan for successful implementation of innovative programs. Well-developed written and oral communication skills.

Minimum qualifications: Ph.D. in science and/or health communication, public health and the relevant field in the behavioral sciences. Minimum of seven years experience in the innovative design of behavior communication campaigns and strategies. Minimum of four years experience in program management.

FHI has a competitive compensation package. Interested candidates please submit cover letter, resume, including salary requirements online at the FHI website or e-mail to: humanresources@fhi.org.

INTERNATIONAL PARTNERSHIP FOR MICROBICIDES Director of Communications

International Partnership for Microbicides (IPM) is a global, nonprofit organization designed to rapidly promote product development and worldwide access to microbicides, women-initiated products that prevent the sexual transmission of HIV. At IPM, you will join a talented and dedicated team of hard-working professionals, who sincerely enjoy our work, and are excited about and committed to the mission.

The Director for Communications will be responsible for managing the daily operations of IPM's global communica-

tions team and for implementing IPM's global communications and advocacy strategy. The Director will manage IPM's relationships with the media and broader public, train and develop a talented communications staff, help represent IPM at public events, and oversee production of IPM publications, presentations, and documents. S/he will seek opportunities to advocate on behalf of IPM and build support for the microbicide field at the national and international level. The Director will also manage the organization's response to communications challenges in both industrialized countries and the developing world.

The successful candidate will be a superior writer, an exceptional manager, and a skilled diplomat with outstanding experience in media relations. A Ph.D. or master's degree or equivalent in Communications, Journalism, International Relations, Public Health or other closely related field would be preferred; extensive experience managing national or international communications or exceptional and effective written and verbal communications skills in English. Working knowledge of issues related to women and HIV/AIDS; strong interest in microbicide R&D and clinical research in developing countries; and work experience in or involving Africa is strongly preferred.

INTERNATIONAL PARTNERSHIP FOR MICROBICIDES Science Writer

The International Partnership for Microbicides (IPM) is a global non-profit organization dedicated to promoting product development and worldwide access to microbicides. IPM's goal is to develop women-initiated vaginal products that prevent the sexual transmission of HIV/AIDS, especially in low-resource settings. IPM presents a dynamic and innovative approach to preventing HIV infection throughout the world, especially in developing country communities where the epidemic has the most devastating impact.

The Science Writer will draft and edit documents, publications, presentation slides and other materials on microbicide and related research conducted by IPM and others, including peer-review journal articles, conference abstracts and internal background papers. S/he will work directly with IPM's Research and Development (R&D) team and coordinate closely with IPM's External Relations (ER) and Clinical staff to develop materials that translate science for both lay and technical audiences in the form of issue briefs, manuscripts, background papers, web materials or other formats.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily: Through interaction with the R&D and Clinical teams, conceptualize, initiate, write and/or edit and revise submissions to appropriate scientific journals, in accordance with journal formatting requirements, and manage subsequent

journal staff interaction. With the Executive Director for R&D and other members of IPM's research and development team, draft conference abstracts, prepare posters and presentations, and coordinate the submission of materials to conference staff and panel organizers. Serve as a liaison between the R&D and ER teams by generating and reviewing scientifically-based materials for accuracy and answering or referring ER staff questions on product development and microbicide technology topics. Assist the Communications team with the development of materials translating science for lay audiences. This may include participating in the conceptualization and content development of new publications, writing drafts, or reviewing content.

Candidates for this position should have the following education/experience and demonstrate mastery of the following knowledge, skills, and abilities: Advanced degree in life sciences communication or pharmaceuticals. Knowledge of pharmaceutical product development and infectious disease, particularly HIV and formulation technology. Knowledge of the pharmaceutical and biotechnology industries in the fields of anti-viral drugs, and delivery three or more years of writing experience in a relevant field of science. Excellent writing skills and track record of scientific publication. Ability to communicate scientific concepts clearly to both scientific and lay audiences. Ability to work independently and in conjunction with both the R&D and ER

teams. Expert use of Microsoft Office, PowerPoint and Adobe.

This position can be based either in Silver Spring, Maryland or the Philadelphia, Pennsylvania area. Job holder should expect fast-paced working environment. International Partnership for Microbicides is an equal opportunity employer. Apply online at: <http://ipm-web.ipm-microbicides.org/careers>

■ UNAIDS: THE JOINT UNITED NATIONS PROGRAM ON HIV/AIDS Social Mobilization and Policy Adviser

The Joint United Nations Program on HIV/AIDS is searching for a pool of suitable candidates for the Social Mobilization Advisor positions in several duty stations.

Under the supervision of the UNAIDS Country Coordinator, the Social Mobilization Adviser will work with the national HIV/AIDS authorities and the UN Group on HIV/AIDS to strengthen the UNAIDS' contribution to effective national leadership and strategic management of HIV/AIDS country programs primarily through facilitating and supporting the development and strengthening of national partnership forums, inclusive of the private sector, and by mobilizing the involvement of other interested actors from all sectors of society in the fight against HIV/AIDS.

Specifically, the incumbent will support processes to develop and

strengthen strategic partnerships and alliances for an expanded response in the country by facilitating and supporting the establishment of multi-sector national partnership forums led by national HIV/AIDS authorities (i.e., national AIDS councils, national AIDS secretariats); providing support to the self-coordinating mechanisms of the different constituencies to be operational, and mobilize resources to facilitate capacity building where required; promoting and facilitating collaboration and joint action among the various constituencies to drive a multi-sectoral and expanded response, including strengthening linkages between UNGASS commitments and development efforts on poverty-reduction programs and MDGs; assisting in harmonizing procedures and systems for encouraging sustained and meaningful participation of different sectors, including labor organizations and private entities in major initiatives such as the Global Fund, the World Bank MAP, WHO's 3 x 5, and initiatives by foundations, bilateral and multilateral development agencies; facilitating a process to define operational and harmonizing systems in district mechanisms which support stakeholders at the decentralized levels to coordinate their response to HIV/AIDS effectively; sharing reports on progress and constraints and documenting experiences and lessons learned from the overall strengthening of the coordination functions of the national AIDS authority; monitoring and evaluating the partnerships forum as part of the overall R and D framework for

all stakeholders.

Requirement: Ph.D. in management, communication or relevant social science field.

**■ TACTICAL TECHNOLOGY COLLECTIVE
Communications Coordinator**

Tactical Tech is an international NGO working to enhance campaigning and advocacy through the use of new technologies. We are looking for an experienced professional, who shares our passion for bringing new technologies to rights advocacy, and will take responsibility for our external communications.

The Communications Coordinator will lead the organizations' communications and outreach efforts, working across the organization with senior and program staff to ensure our work is clearly and creatively represented to beneficiaries, partners and funders. The successful candidate will be able to make complex ideas accessible, have a strong creative flare, excellent writing and copy editing skills and enjoy working collaboratively.

The Communications Coordinator will be based in Brighton, United Kingdom or Bangalore, India.

**■ WORLD HEALTH ORGANIZATION
Communications Manager
Geneva, Switzerland**

The objectives of the program are to improve existing and develop new approaches for pre-

venting, diagnosing, treating, and controlling neglected infectious diseases which are applicable, acceptable and affordable for developing countries, which can be integrated into the health services of these countries, and which focus on the health problems of the poor; strengthen the capacity of developing countries to undertake the research required for developing and implementing these new and improved disease control approaches.

The communications manager, reporting to the Director of TDR, is responsible for the development of the overall strategic communications plan of the program. Manage policy, financial, personnel, administrative and other services for all internal and external communications activities and operations. Provide communications and advocacy guidance in all scientific areas of the program. The incumbent will provide expert advice to the Director of TDR, senior management team and staff, coordinate with TDR partners, and ensure efficient completion of key communication products, such as publications, websites, multi-media and video materials and news media releases.

Qualifications: Advanced degree in management or communications.

Competencies: Demonstrated managerial, supervisory and leadership skills in health and science communication, advocacy and public relations. Mature judgment, initiative and interpersonal skills. Tact and diplomacy in dealing with senior govern-

ment officials and senior staff in the academe and in industry. Ability to interpret, recommend, and communicate administrative, financial and scientific policies and systems through the appropriate communication vehicles. Ability to establish and maintain effective working relationships within a multicultural team in a multidisciplinary environment. Knowledge of WHO's technical works an asset.

Experience: Extensive experience at progressively senior positions in the field of health and science communications. Desirable: Experience at the international level, in WHO, UN or other similar organizations. Languages: Excellent knowledge of English. Knowledge of other WHO official languages an advantage.

■ WORLD HEALTH ORGANIZATION Media Officer

The object of the Department of HIV/AIDS are to support the implementation, integration and intensification of essential interventions against HIV/AIDS in countries and communities with a view to increasing the number of targeted countries demonstrating competencies and capabilities within the health sector to combat HIV/AIDS.

The Partnership, External Relations and Communications (PERC) Team's role is to promote collaboration within WHO and a broad range of partners to achieve the goals of the Department of HIV/AIDS toward

universal access to HIV/AIDS treatment and care, and to foster relations with partners, bilateral and multilateral donors to promote sound and proactive communication processes and practices, to develop and implement effective resource mobilization strategies.

Working under the supervision of the Communications Officer, the incumbent develops strategies to promote WHO visibility on HIV/AIDS priority issues and strengthen political commitments; has first-line responsibility for international media and advocacy events, including writing media materials and briefing packages, and in managing media events and media consultants.

Within the PERC Team of the Department of HIV/AIDS, the incumbent works under the supervision of the Communications Officer in close collaboration with other PERC staff, reaching out to establish relations with the media, and developing and implementing media strategies. Assignments also include first-line responsibility for the organization of international conferences, media and advocacy events, as well as writing media materials and briefing packages. The work requires extensive contact within the department, WHO at large, and outside the Organization.

Duties: Develop and implement media strategies to promote WHO visibility on HIV/AIDS priority issues and strengthen political commitment to its mission and objectives. Draft media ma-

terials and develop briefing packages, ensuring their translation and dissemination as appropriate. Draft briefs and background materials to support advocacy work. Collaborate with mass media entities through regular liaison activities, responding to inquiries, organizing and conducting interviews and briefings, organizing visits to countries, facilitating coverage and providing story ideas. First-line responsibility for arranging media events, including international conferences and meetings, and or preparing relevant materials. Participate in the development and organization of special advocacy projects, initiatives and events and support for engagement of internationally known personalities and opinion leaders who are key in achieving advocacy and communication objectives. Organize media training for key WHO staff. Supervise regional media consultants. Monitor and analyze media coverage on WHO HIV/AIDS activities, reports and events.

Qualifications: Advanced degree in management, journalism and communications.

Experience: Extensive experience at progressively senior positions in the field of health and science communications. Desirable: Experience at the international level, in WHO, UN or other similar organizations. Languages: Excellent knowledge of English. Knowledge of other WHO official languages an advantage.■