

PENNSYLVANIA COMMUNICATION ANNUAL

Special Online Issue for the Pennsylvania Communication Association's Diamond Anniversary: Exploring Dimensions of Communication

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Pennsylvania Communication Annual Guide for Authors

The Pennsylvania Communication Annual is dedicated to advancing our undertaking of human communication. Manuscripts should be original and should discuss instructional, theoretical, philosophical, and/or practical aspects of any area of communication. Reviews of recent books and/or video tapes in any area of communication are also considered at the editor's discretion. While articles authored by Pennsylvanians and articles covering Pennsylvania topics are especially welcome, manuscripts on all topics and from all regions, including international submissions, are invited and will receive full consideration for publication.

The Pennsylvania Communication Annual is a refereed journal of the **Pennsylvania Communication Association**. Manuscripts for the 2015 issue are now being received. The acceptance rate for the 2014 journal was slightly over 22%. Submission should follow the latest APA style sheet. Please format your papers for blind review and remove anything that may give away your identity. *Manuscripts should not exceed 8000 words including references, notes, tables and other citations. Also book reviews should not exceed 2000 words.* Please submit your articles to *The Pennsylvania Communication Annual* at my.ejmanager.com/pca website. The submission deadline is 3/30/2015. PCA Annual is indexed by the EBSCOHost service.

Some important details to follow when submitting your manuscripts: Endnotes only and without formatting, no footnotes; no superscript font to indicate an endnote, just regular numbers and we will superscript upon editing; insert tables and illustrations as images only or send separate PDF files of these portions of the documents; and either formatted hanging indents only on references or no formatting at all (no "return" and "tab" to create the look of a hanging indent).

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The Pennsylvania Communication Association (PCA) promotes teaching, scholarship, service, and an ongoing commitment to the discipline of human communication.

The Association believes in:

Teaching

- Advancing and developing communication curricula
- Responding to student and societal needs
- Attending to and caring for the student inside and outside of the communication classroom

Scholarship

- Promoting communication scholarship within the Keystone State
- Providing a disciplinary commitment to Pennsylvania scholars, reaching out to the larger discipline
- Being a dwelling place of Pennsylvania communication scholarship history

Service

- Connecting the larger community to the communication discipline
- Supporting efforts to professionalize students in communication fields
- Serving our students inside and outside of formal institutional structures

Commitment to the Discipline

- Nurturing the grassroots application of communication in the wider community
- Caring for the discipline on the local academic campus
- Supporting the larger discipline at the regional, national, and international levels

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From the Editor

Cem Zeytinoglu
East Stroudsburg University

It is my pleasure to present this special issue “Exploring Dimensions of Communication” on the occasion of the Pennsylvania Communication Association’s (PCA) diamond anniversary. PCA’s seventy five years long history is the epitome of a dedication to its core values: teaching, scholarship, service and, commitment to the communication discipline. A quick look at the history of PCA, through its leaders, officers, award recipients and conference participants, produces a list of significant scholars, professors, teachers, and students of communication. These scholars are very well known and reputable not only regionally, but also nationally, because of their remarkable contributions to the field of communication.

PCA’s biannual publication, *Pennsylvania Scholar Series*, is an important testament to this fact. Here are seven scholars who were featured in this publication since 2002: Carroll C. Arnold, Henry W. Johnstone, Jr., Gerald M. Phillips, Herman Cohen, Robert T. Oliver, Kathleen Hall Jamison, and Richard B. Gregg. This is a list of scholars who actively shaped the manner in which the communication phenomenon has been studied.

In the same vein, one of the most prestigious awards of PCA, *The Julia T. Wood Teacher/Scholar Award*, every year honors a nationally distinguished teacher and scholar in the field of communication. Here are the seven teacher/scholars who have received this award since 2008: Julia T. Wood, James C. McCroskey, Stephen Lucas, Martin J. Medhurst, Carole Blair, William K. Rawlins, and Roderick P. Hart. Thus, to mark the significance of the PCA’s seventy-fifth anniversary, the leadership of the association has decided to produce this special issue of the *Annual* dedicated to this select group of scholars.

This special issue will feature four of these significant figures:

Julia T. Wood –the first recipient and the namesake of the award itself– is the one most significant and celebrated scholars of gender, communication, and culture; personal relationships; and femi-

nist theories. Her article is titled “Looking Backward, Looking Forward: The Evolution of Gender Studies.”

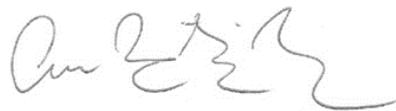
James C. McCroskey, who passed away two years ago, will be posthumously commemorated by his long-time friend and colleague, *Mark Hickson III*, in his article titled “Exploring The Dimensions Of Communication: A View From James C. McCroskey.” McCroskey’s scholarship includes what is believed to be the largest body of published work by an individual scholar in the history of the discipline of communication.

Martin J. Medhurst is considered one of the most important authorities on political and presidential rhetoric. He contributes to this issue with his article “Assessing Communication Scholarship: A Multimodal Approach.”

Roderick P. Hart is an outstanding scholar and a reputable author in the subjects of political communication and mass media. He will be featured in this issue with a short interview that was prepared for publication by Victoria Alcazar and Andrew Tinker, both graduate students at Duquesne University.

Additional biographical information for each of these authors is provided at the end of this issue. I hope you will enjoy these articles and the interview as much as I did. I certainly feel lucky and privileged to have come in contact with scholars who have such magnitude and importance in the development and study of our discipline.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cem Zeytinoglu', with a stylized, flowing script.

Cem Zeytinoglu, PhD
Associate Professor of Communication Studies
East Stroudsburg University

Looking Backward, Looking Forward: The Evolution of Gender Studies

Julia T. Wood
University of North Carolina at Chapel Hill

I had little choice about being someone whose life would be devoted to working on issues related to women and gender. Two serendipitous twists of fate made this my destiny. First, I was born on August 26, which is the anniversary of the day in 1920 when women won the right to vote in the United States. Second, I came of age in the heady, politically-charged late 1960s and early 1970s. So, my intellectual posture and political consciousness were shaped by participating in protests against the Viet Nam War and working for civil rights and women's rights. Given these starting points, it is hardly surprising that I've devoted my career to studying gender and power. My history also explains why my teaching and research are inflected by activist as well as scholarly impulses.

I've been thinking a lot lately about how understandings of women and gender have changed over the past 30 years. Since I've been involved in a modest way in this evolution, I can trace links among my work on gender, my interest in standpoint theory, and my research on intimate partner violence. But my own work fits into a much larger picture of our progress in thinking about gender. A unifying cord among the issues I'll discuss is that attending to concrete, material practices inevitably advances our understanding of gender.

Theory and practice are natural allies in all areas of research. And the intimate connections between theory and practice are nowhere more evident than in the study of gender, because gender is both a theoretical category and a system of material, concrete practices that have decisively material consequences for personal identity, interpersonal relationships, professional opportunities, political rights, and cultural values.

That reminds me of an incident that I regard as amusing now, but when it happened, it infuriated me. The year was 1993, and my editor had convinced me to write a book on interpersonal communication. I submitted my draft manuscript, and he sent it out

for review. When the reviews came back, I was grateful for a number of perceptive suggestions for improving the book. But I was angered by one reviewer who took me to task for including research on gender in a book on interpersonal communication. He recommended that all the material on gender be removed—as he put it, “stick it in a book on gender if you have to deal with this stuff.”

As I noted above, I was angry, yet I was also mystified. How could any reasonably intelligent person who took even minimal notice of the realities of relationships *not* realize that gender dynamics permeate them? I refused to eliminate discussion of gender from the book, and my editor published the book as I wrote it. This incident solidified my commitment to weaving gender more centrally into how we think about all dimensions of our lives.

Theory and Practice in Gender and Feminist Research

Efforts to incorporate gender into how we conceive of identity, relationships and culture grow out of a long tradition in feminist and gender scholarship. One of the founding moves of women’s and gender studies was a fundamental challenge to theoretical frameworks that ignored women.

A short history lesson: Prior to the 1990s, medical research routinely was conducted exclusively on males but the results were applied to both sexes. Exemplifying this trend was the research that led to the advice that everyone should take ½ an aspirin a day to prevent heart attacks. This advice was based on a study of thousands of subjects, all of whom happened to be male and who, for that reason, were biologically different from females in a number of respects. We later learned some of these sex differences are relevant to the effects of aspirin on heart attacks and other health conditions. The male bias in the aspirin study was not unusual. For years, medical research ignored women as subjects but blithely prescribed for them whatever was determined to be advisable for men who had been subjects.

In the realm of social sciences, perhaps the best known example of theorizing humans based on only males was theories of moral development. Piaget (1965), Erikson (1950), and Kohlberg (1958) developed theories of children’s moral development. Alt-

though these theories were distinct in some ways, they were alike in being based on research on males and in concluding that the height of moral maturity was autonomy, or independence from other people. The theories of moral development derived from studies of males were applied to both males and females with the entirely predictable result that females were routinely judged to be less morally mature than males—hardly surprising when women were measured against criteria that ignored their experiences, values, and priorities. In 1982, Carol Gilligan (1982) challenged these male centered developmental models by arguing they could not be good theories of human development if they ignored half of the human race.

As I have noted (Wood, 1994), Gilligan's work has serious flaws such as advancing essentialist and reductionistic portraits of both sexes. Yet she was absolutely right in pointing out that conventional theories of human moral development did not and could not represent women since they were based on studies of only men. In this sense, her work was pioneering.

The apparently radical notion that we should include women in research that claims to build theories about "humans" quickly found its way into the field of communication. In a superb critique of the exclusion of women from communication theory, Carole Spitzack and Kathryn Carter (1987) identified a number of ways in which women had been ignored or marginalized in communication research. They coined the term "add women and stir" to describe one way that communication research had marginalized women. In this approach, communication research and theory represent the communication of men as normal, or standard. To this presumed norm scholars then add a woman or two and proclaim their research and theories inclusive. The practice of adding women and stirring produced some very strange research and teaching. For example, leadership textbooks conventionally focused on leadership patterns and processes that are characteristic of white male leaders. After 10 or more chapters on these patterns, there was a final chapter titled "Women's Leadership Style." *Add women and stir*. Appended at the end, women's styles of leading are branded as different, aberrant, and something outside of what is normal.

Since Spitzack and Carter took communication researchers to task for developing and advancing theories that ignored or only peripherally dealt with women, we have made great progress not only in including women, but in following the logic of that move to include other groups that had been erased from scholarship and teaching. Increasingly our textbooks and classes include a greater range of people and the relationships they create.

For instance, scholars of family communication have enlarged our understanding of family to include gays, lesbians, trans and blended (Soliz, Ribarsky, Harrigan, & Tye-Williams, 2010). Along a similar line, Marlene Fine and Fern Johnson (2013) document the identity-work required of parents who have visibly adopted children. Another example is a relatively new line of research (Braithwaite, Baxter, Hammonds, Hosek, Willer & Wolf, 2010) that focuses on communication in volunteer kin relationships that include people who are not related by blood or legal ties yet who function as a “family.”

Enter Standpoint Theory

Scholarship that has pushed theories to include women and other historically underrepresented groups took a giant step forward when researchers became acquainted with standpoint theory (Collins, 1986; Harding, 1991; Wood, 2005). Standpoint does more than merely include women or other historically marginalized groups. It requires researchers to perceive and analyze the experiences of marginalized people by taking into account the circumstances that sculpt their lives and perspectives.

Standpoint *grows out of* social location. It is *shaped by* the social, symbolic, political, economic, and material conditions common to a group of people. But standpoint goes beyond the circumstances common to a group, that is, it doesn't stop with location *per se*. Standpoint refers not simply to perspective or experience, but to a reflective and decidedly political understanding of experience as part of—and shaped by—larger cultural conditions. In short, standpoint is an intellectual achievement that necessarily entails oppositional political consciousness. This means, as Donna Haraway (1988) has noted, that standpoints are never innocent.

Standpoint theory guided a symposium on sexual harassment that I edited (Wood, 1992) in the wake of the Hill/Thomas hearings. During graduate study and early years in faculty careers, many women in the field of communication (like women in all fields) were sexually harassed by our teachers, advisors, and supervisors. So I invited members of the field who had experienced sexual harassment to tell their stories and we published those stories with accompanying critical analyses of the conditions that gave rise to the common experience of sexual harassment. Sadly, but unsurprising to most women of my generation, we got a flood of responses.

The symposium allowed victims of sexual harassment to tell their stories in their own words and in a space where others would heed their words. They explained eloquently feeling powerless when men who were their teachers and advisors came onto them. After the stories appeared, I received calls from a number of male faculty and graduate students who told me that reading the stories had given them a fundamentally new perceptions of ways that women might perceive behaviors differently than the men engaging in them. I believe that entering into this perspective made it possible for some readers to grasp for the first time the political dynamics that underlie and sustain sexual harassment.

Intimate Partner Violence

Perhaps it was working with standpoint theory that, in a somewhat unanticipated way, led me to another study a decade later. I had done interviews with women (Wood, 2001) who were victims of intimate partner violence, and I learned a great deal about their perspectives: why they stayed in the relationships, how they perceived their partners and themselves, and how they justified the violence inflicted on them. Yet, I could not really understand violent intimate relationships if I did not also understand the perspectives of those who perpetrated violence, usually men.

Existing scholarship on men who commit violence against women provided considerable knowledge of what some men do to women, but it told me little about how they made sense of what they did. In fact, it would not be amiss to say that the existing research offered *considerably more insight into the researchers' perspectives* than those of the men they claimed to be studying.

After reviewing the work that had been done, I felt compelled to conduct a different kind of study. I wanted to understand how men who inflict violence on women understood themselves, their partners, and their actions. In other words, I wanted to see their relationships and their actions in those relationships from their perspectives.

So I interviewed men who had committed violence against girlfriends and wives (Wood, 2004). Talking with these men allowed me to see how they perceived their violence against women, which in a number of important ways was not consistent with how they and their actions had been represented by researchers who had *not* attempted to understand their perceptions of their behavior. Most of the men whom I interviewed didn't see themselves as violent. Most of them regarded specific acts that most of us would classify as violent as appropriate if "their" women disrespected them, did something they didn't like, or didn't do something they wanted. But—in their eyes—such "justified" actions were not violence and performing those acts didn't make them violent men.

Talking with these men and trying to understand their perspectives led me to see that they felt that controlling, even hurting women was a way to assert their manhood in a society that defines manhood, at least in part, as domination of women. Using standpoint logic, this study allowed me to grasp the men's perspectives on their actions. This is not the only perspective of value, of course, but it is one absolutely essential one.

Moving Forward: New Directions in the Study of Gender

A few scholars are beginning to zero in on concrete communicative practices by which women develop identities and voice. My sense is that this line of study has the potential to provoke some very intriguing revisions in how we theorize voice.

What Counts as Voice

Mary Pipher's (2005) book, *Reviving Ophelia*, claimed that, upon entering adolescence, many girls lose their voices. Piper and others writing in the genre base their claim that girls don't have voices on evidence that many girls do not rely on communicative

forms and venues that conventional models associate with voice. The forms of communication traditionally counted as “voice” are assertion and argument and the venue traditionally recognized for exercising voice is the public sphere. I value the power of public voice that aims for structural change. That kind of voice is what led to laws against sexual harassment, marital rape, and sex discrimination in hiring and admission to schools. However, the power of conventional voice does not mean that this is the only way that voice is expressed or the only kind of voice that has impact.

Perhaps the traditional model of voice doesn’t fit all girls and women. A former doctoral student of mine, Katy Bodey (Bodey, 2009; Bodey & Wood, 2009), and I decided to look at what young women are actually DOING, and we discovered that they are doing things that count as having voice if we just adjust our notions of voice and resistance to include practices not generally enacted by males.

For instance, many young girls create blogs and write regularly in ways that question expectations others impose on them and that try out a range of ways of resisting those expectations. Reading their blogs and social networking sites, we quickly realized that they were using these spaces to resist various pressures—pressure to be thin, to be sexy, to be sexual, to dress in particular ways, to have boyfriends. Equally, they were using online communities to construct identities that, in many cases, defied conventional expectations of femininity. For some of these young women, efforts to construct identities were quite tentative, even experimental, yet consistently we saw them working on this through their everyday online communication. We also saw these young women being supported online by peers. Their blog spaces may well be the 21st century version of consciousness-raising groups.

After reading their online postings, Katy Bodey and I concluded that many young women use innovative or non-traditional methods to find and raise their voices. Yet many adults, including a number of established scholars of women’s and gender studies, don’t seem to value what young women say and how they say it. To a large extent, this reflects a generational tension between second- and third-wave feminists. Many second-wavers assert

that third wavers do not have political voices because they do not speak as second wave feminists did. Yet, it may be that second-wave feminists are willing to grant legitimacy only to voices that speak second-wave values and positions and adopt second-wave strategies of expression.

If so, that needs to change. It would be unbearably ironic if some older feminists dismissed voices that don't conform to their own notions of voice when this is precisely what was done to them—that is, their voices were judged inappropriate, apolitical, and even morally immature because they did not speak about the issues and in the ways that had been defined as legitimate. Second-wave feminists need to get over that generational divide and critique. We need to respect, listen to, and mentor young women.

Everyday Communication

The research that I've discussed shows how I and other scholars have used theory to increase awareness of behaviors related to gender and then used actual behaviors to confirm, challenge, and refine theories. During the 30 years that I've been studying gender, I've been persistently reminded that the most useful theories grow out of ongoing, intimate associations with everyday practices.

And this brings me to my concluding point: As scholars and teachers, we have given far too little attention to the mundane, humdrum communication that infuses our personal and social relationships, our work lives, and our interaction in communities (Wood & Duck, 2006). If you look through journals, scholarly volumes and textbooks, you'll discover that they give a prominence to dramatic and unusual forms of communication that is entirely at odds with the frequency and overall import of those forms of communication. Consider a few examples: How much research has been published on self-disclosure vs. everyday gossip; falling in love vs. sustaining a relationship over time; conflict management vs. the daily chatter that weaves relationships together?

Gender is not simply the dramatic. In fact, it is also and importantly the mundane, unremarkable, everyday behaviors that most often reinscribe or challenge existing views of femininity

and masculinity. Like other markers of identity, gender is sustained or remade not so much through laws and dramatic moments, but by everyday acts of resistance and compliance. For instance, everyday resistance is when one man doesn't laugh at another man's dumb blonde joke, but instead calls out the first man, requiring him to acknowledge his sexism. It's when a woman quits asking others or herself, "Do I look fat?" It's when a man chooses to be a truly equal partner in childrearing. These are not dramatic actions, yet each of them resists current views of gender and embodies alternative views of what women and men can be.

So I want to close with an invitation and challenge to the younger scholars. Look closely at everyday gendered behaviors to better understand how they work to create identities, relationships, and cultural categories. If you attend closely to concrete, material practices that compose our everyday lives, you will add new chapters to our understanding of how gender is constructed, reinscribed and changed.

I hope that attention to everyday practices will command attention in our ongoing efforts to understand and critically interrogate how gender is made, unmade, and remade.

Note: Julia T. Wood is the Lineberger Professor of Humanities Emerita and the Royster Professor of Graduate Education Emerita at the University of North Carolina at Chapel Hill. An earlier version of this paper was presented as the Becker Lecture at the University of Iowa in 2012.

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**Exploring The Dimensions Of Communication:
A View From James C. McCroskey**

Mark Hickson, III
The University Of Alabama At Birmingham

About a year and a half ago, James C. McCroskey passed away in Hoover, Alabama, the city where he lived the last few years of his life. I was a colleague of Jim's in the Communication Studies Department at the University of Alabama at Birmingham. The editor of this journal asked me to write on the topic of this year's convention from Jim's perspective. I am making that attempt here, and I assure you that if something is my view entirely, I will note it. Most of the material here is about what Jim and I discussed together.

There are too many people around who knew Jim better than I. Certainly the number one person on the list is Virginia Richmond, who lived with Jim as a wife, colleague, and friend. For that reason, I have asked Virginia to review this paper before I sent it to the editor.

In the past few years, though, I feel that I learned a lot about what he thought was important [and unimportant].

I begin by telling all that Jim was one of the most important communication figures in the 20th and early 21st century.* If you knew Jim, you know that he was very specific, even adamant about his views on communication [and almost everything else]. If you did not know him, just believe me. Jim was the epitome of the last construct that we were studying, authenticity. There was only authentic Jim, no such thing as fake.

He grew up in rural South Dakota. He remained in his home state for both his bachelor's and master's degrees. Jim taught debate in high school, and one of his teams won the national championship. Jim, himself, had been a college debater, making it difficult to argue with him. I have never known anyone who defeated him in an argument, other than Virginia Richmond on occasion.

Physically, Jim was a huge guy. Not fat; not tall. A tall guy with sufficient weight. He had an on-again, off-again beard and mous-

tache, but mostly on. Early in his life it was jet black, but later it became mature white. His loud, booming voice supplemented his physical size. I think of Goliath when I think of Jim. He was a Giant, a big, loud, intimidating genius. No David would take him down with just one shot. All of these characteristics I saw in Jim as we walked past one another in a convention hallway, before we ever said a word to one another.

When I was a graduate student, I heard the name, “Jim McCroskey.” The first time I saw him “perform,” though, was in a “debate” of sorts with Jesse Delia of the University of Illinois at a convention in Houston, Texas. Jesse was a national champion college debater. McCroskey and Delia debated how to create a theory, especially in a field that historically had undertaken little of it. Toward the end of the debate, the two summarized the positions of one other. Delia said, “What *you* really would like to do is to put everything into a computer and see what comes out!” Jim agreed that Delia had Jim’s position right, but he countered, “I guess what *you* want to do is to sit on a toilet and think about it.” The quotes are not precise, but represent a close paraphrase. Essentially Delia was saying that he wanted to deduce theory, and Jim wanted to induce it from data. If there were a video of that debate available to today’s communication students, then it would still be relevant as well as intellectually-gratifying and interesting.

Of course, we all know that one can generate a theory either way. Either way, though, there must be data, and either way there must be some thought (in some location). The idea that Jim did not sit on a toilet or some other throne to think about his own research is simply untrue. The either-or fallacy is obvious in the debate, but it was a debate. One of the greatest deducers of all time, Albert Einstein, knew that and so did the debaters on the podium.

Contemplating

I sat in a local Mexican restaurant, Margaritaville, about once a week with Jim. These were usually about two hour lunches. We discussed what Jim had done for the field over his five or so decades. He was especially proud of negotiating the birth of *Human Communication Research (HCR)*, a major journal of the International Communication Association (ICA). This event took place

at a convention of the ICA in Montreal, Canada. The University of Pennsylvania's Annenberg School had offered to purchase the *Journal of Communication* from the ICA. As part of that agreement, George Gerbner, a noted mass media scholar, would serve as editor as long as he and Penn wanted to do so.

Jim and some others were concerned that interpersonal communication scholars would be excluded from any publication of the association. It was important to Jim that interpersonal scholars have a voice. Before the meeting was over, the association had two journals instead of one. Gerry Miller, Michigan State, was first editor of the fledgling journal. Jim was an editor a few years after that. Today, with *Communication Theory*, the ICA publishes three journals.

It is interesting that Jim was a conservative person in many ways. Certainly he was politically conservative. In contrast, his work in the discipline was far from conservative. He was a *radical* change agent who worked tirelessly to transform the communication discipline into the profession it should be.

It seems only fitting to recall that Jim's doctorate was from The Pennsylvania State University, and Jim still loved it during his last days. The only time his allegiance faded as a Penn State fan was when the Nittany Lions played West Virginia in football. Jim should have been proud of his doctorate. There were a number of top-notch, disciplinary scholars at Penn State in the 1960s and 70s. As well, Jim and several of his fellow graduate students became scholars in the field. Certainly, too, Jim was honored by the recognition bestowed upon him by the Pennsylvania Communication Association, with an award named for one of his fellow alumni, Julia Wood.

Three Communication Revolutions

As background, I will briefly discuss what I consider three revolutions in the discipline that have made us who we are today. Perhaps this will provide some background about the expansion of the dimensions of communication. I think Jim would agree with these; I think he liked two of them but not so much the third. The *first* revolution was when the discipline separated itself from English departments around the United States but especially in

the Eastern Speech Association more than 100 years ago (Chesebro, 2010; Hickson, 2010). The commonality was that these teachers were teachers of *oral* communication, as they focused primarily on public speaking and debate. Soon after, they added radio broadcasting to the speech discipline. One was supposed to have a good *voice* to speak on the radio. Even if a student did not intend to teach debate, speech was considered excellent training for pre-law students. By the 1960s, most of the doctoral students in speech either came from their experience in radio [and maybe television] and debate. I was a radio guy; Jim was a debater.

The early and middle 1960s brought in the *second* revolution. Wayne N. Thompson (1967), of the University of Houston and the University of Texas, wrote a book entitled, *Quantitative Research in Public Address and Communication*. Two books, at the introductory level, began the notion of decades-long attempts at changing the name of the discipline. The national association changed names twice during this period. Once it was changed from the Speech Communication Association to the Speech Communication Association. Then it was changed from the Speech Communication Association to the National Communication Association. David Berlo (Illinois State) wrote *The Process of Communication* in 1960. Gordon Wiseman and Larry Barker (1967) of Ohio University produced an introductory text entitled, *Speech-Interpersonal Communication*. Other publications that affected this revolution became part of the literature and the culture of the discipline. Importantly, these publications and others affected Jim. Berlo and McCroskey had been colleagues at Michigan State and Illinois State.

Shortly thereafter, we saw *An Introduction to Interpersonal Communication* by McCroskey, Larson, and Knapp (1972). Jim and Mark Knapp had been graduate student colleagues at Penn State. Jim's career at professionalizing the discipline was composed mostly of four factors: (1) quantitative research; (2) teaching; (3) textbooks in almost every area of speech and communication; and (4) internationalizing the discipline.

I am reluctant to discuss the *third* revolution in communication. The reason is not because of my feelings about it but because of Jim's feelings about it. The third revolution was a new emphasis

on *qualitative* research. While this qualitative/ethnographic approach has become significant, McCroskey never bought into it. Jim did have a background in phenomenology, but I feel like he thought that was primarily a “hobby” that people might have rather than “real” research that people undertake. By the way, as a point of interest, Jim was not a hobby person. He was a worker. If allowed to do so, he would have taught class all day Christmas day.

In some ways, I think that Jim felt that qualitative research was a “poor man’s” rhetorical criticism. In our discussions, though, I found that Jim respected any type of research as long as it was well done.

Jim was like many in the late 60s and early 70s who thought that the way for the communication discipline to achieve greater credibility was to make it more scientific or at least to make it more like psychology. He was clear, though, that communication and psychology were not the same. With his background in mathematics and psychology, McCroskey and others, most notably Gerald Miller (Michigan State), began their efforts to improve the field. Jim wanted to *professionalize* the discipline. He went about doing so in a number of diverse ways. I am unsure which of these ideas entered his mind in what order. In this paper, I will discuss what they were without attempting to order them in chronology or importance.

One of the ways was to focus on interpersonal communication in a pragmatic manner. This meant that the journals (at least some of them) needed to change in some ways. New journals needed to be created. Titles of journals needed to be changed. The second “Jim revolution” was about teaching communication. The third was the creation of data-centered textbooks. Finally, Jim went about internationalizing the discipline.

Professionalizing the Profession: The Journals

It was clear to me that Jim thought that the *Journal of Communication* was primarily a mass communication journal or as Jim would say “a communications journal”, even before the Annenberg takeover. His efforts at creating *Human Communication Research (HCR)* were to insure two things: (1) that there was a

journal for interpersonal communication researchers; and (2) that there was a journal for quantitative research. He, Virginia Richmond, and Don Klopff at West Virginia University, also started *Communication Research Reports (CRR)*, which is now the Eastern Communication Association's quantitative journal. Both *HCR* and *CRR* are thriving today.

Jim's concern with journals was that there needed to be an outlet for scientific research. At the national level, *Quarterly Journal of Speech (QJS)* was always a critical outlet. A critical outlet Jim probably would have referred to as an opinion outlet. *Speech Monographs* (later *Communication Monographs*) was mostly quantitative, but the amount of quantitative research that appeared in it depended on who the editor was at the time. *Communication Education* (formerly *Speech Teacher*) contained articles about communicating in the classroom, but rarely were these articles research based.

As editor of *Communication Education*, Jim changed that. The name of the journal had been changed years before Jim edited it. As editor, and by influencing other editors, the journal has become largely a social scientific journal.

Jim felt that classroom teaching needed to be based on data. Probably the most important aspect of this goal was that Jim dealt with "power in the classroom." This project involved several individuals who were at one time associated with West Virginia University, including Virginia Richmond, Tim Plax, John Daly, Pat Kearney, and later Tim Mottet, Katherine Thweatt, and Jason Wrench.

In his own research, Jim started by creating a number of measurements. The measurements were to quantify constructs so that they became variables. They included measures for ethos (McCroskey & Dunham, 1966), interpersonal attraction (McCroskey & McCain, 1974), and communication apprehension (Scott, McCroskey, & Sheahan, 1978), to name just a few. But he also tested the validity and reliability of the types of measures we use including semantic differential scales. He placed the measures in a variety of contexts and tested them repeatedly with

a wide variety and number of participants. He was a laboratory researcher for the communication field.

He kept up with what statistical measures that were being used at any given time. But Jim was interesting in that he did not always think that the latest statistical fad was the way to resolve every problem. Thusly, chi squares remained in his mind as he was considering multiple analyses of variance. Jim felt that the right way and the best way may not have been the new way.

Improving Our Teaching

McCroskey was never particularly concerned about the quality of teaching among speech professors. He felt that most of us were pretty good at what we do. He frequently said that the best teachers on campus were the communication professors. He added, though, “and we should be.” He was more concerned about *what* we teach. His approach to this was to write textbooks for courses. Together with Larson and Knapp, he wrote one of the first interpersonal textbooks (McCroskey, Larson, & Knapp, 1971). He also authored or co-authored textbooks in communication education, rhetorical communication, nonverbal communication, communication in everyday life, and communication apprehension.

He was concerned about students - - and people in general - - who were reticent, were unwilling to communicate, were apprehensive. He broadened the construct of stage fright past the traditional public speaking context. His work in this area formed the beginnings for research that later was undertaken at Texas Christian University (Ralph Behnke and Michael Beatty), Washington State (Joe Ayres and others), West Virginia University, and at other universities.

He was also concerned about the teaching undertaken by instructors in other disciplines which stimulated his interest in writing texts on classroom instruction.

However, Jim’s primary interest in teaching was through his mentorships. Many of his protégés were students at West Virginia University. I looked at a list of the top scholars in the field in 1999, and I found the following. Number one (McCroskey, 110

publications), three (Judee Burgoon, former graduate student, 57), five (Virginia Richmond, former graduate student, 52), seven (Michael Burgoon, former colleague, 45), 13 (John Daly, former graduate student, 35), 14 (Lawrence “Bud” Wheelless, former colleague, 34), and 21 (Tim Plax, former colleague, 31). This list is only from the top 25 in 1999. Seven were West Virginia-McCroskey people (Hickson, Stacks, & Bodon, 1999).

I took a look at another list in 2012. The “all time” list included McCroskey (Number 1, 170), number 3 (Virginia Richmond, 84), number 4 (Judee Burgoon, 83), number 5 (Michael Beatty, former colleague, 82), number 6 (Tim Levine, former student, 79), number 10 (Matt Martin, former colleague, 62), 15 (Melanie Booth-Butterfield, 47), 15 (Bud Wheelless, 47), 18 (Mark Hickson, colleague, 45), 20 (Tim Plax, 43), 24 (John Daly, 40). The number of researchers climbed to 11 of the top 25 - - and five of the top 6! Certainly it is possible that these people would have published as frequently had they never met Jim McCroskey, but it certainly is extremely doubtful (Bolkan, Griffin, Linn, Holmgren, & Hickson, 2012).

I also scrutinized the “up and coming list” of 25 scholars in 2012. That list included the following: Alan Goodboy, Tim Levine, Matt Martin, Rebecca Chory, Melanie Booth-Butterfield, and Sean Horan, all of whom worked with McCroskey at one time. But all of these names are just the tip of the iceberg. Jim influenced others through his writing as well as through his personal teaching. Additionally, he was never too busy to discuss anyone’s research with them, never.

To me, personally, he provided unheard of support, but support included criticism. If he thought an idea was not worthwhile or not-ready-for-primetime he said do.

Internationalizing the Discipline

I doubt many people think of Jim McCroskey when they think of intercultural communication. They should. Jim was quite active in the International Communication Association and especially in the World Communication Association (WCA). While the ICA is well known, few people know about the WCA. The WCA is a small group of communication scholars that have met all over the

world. It is because the group is so small that they have been able to quietly do as much work as they have over the years.

McCrosley, Jim Chesebro, Jerry Allen, Deborah Borisoff and others also worked with the Speech Communication Association of Puerto Rico to have annual conventions for a number of years. Another close-knit group, they met in San Juan during the winter. Through this process, many of the faculty and students in Puerto Rico became members of the Eastern Communication Association and became part of the McCroskey fold.

Dr. McCroskey taught and lectured all of the world. He created exchanges with universities in Thailand and Malaysia. Several of our faculty in Alabama taught in Bangkok, and several graduate students from Malaysia learned from the professors in our department. Following Jim's death in 2012, I received e-mails and letters from all over the country and all over the world providing their sympathies and showing their appreciation for what Jim had done for each of them, a month ago, a year ago, years ago, decades ago.

Jim professionalized the journal, *World Communication*, transforming it to the *Journal of Intercultural Communication Research (JICR)*. That journal probably has more international scholars publish in it than any other journal.

James C. McCroskey did not leave just his mark on the discipline, he stamped it in solid gold. He was a golden Goliath in the field and we all know what that's worth.

Summary

Jim McCroskey felt that as a discipline we needed to focus on what we do well, and what we do that separates us from other disciplines. He never felt that we were pseudo-anthropologists, pseudo-historians, sociologists, psychologists, or English teachers. We were professional communication people. He noted it in his walk, through his talk, and even had it emblazoned on his automobile license plate.

*Note: In 1989, Hickson, Stacks, and Amsbary published the first analysis of scholarly activity in the discipline. At that time,

Jim had the most publications in communication journals (78) followed by Franklin Knower (Ohio State), Gerald Miller (Michigan State), Lionel Crocker (Denison), and Waldo Braden (Louisiana State).

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Assessing Communication Scholarship: A Multimodal Approach

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Let me start with a contention that I hope will be agreeable to all: assessing scholarship is one of the most important things we do as a profession. Assessment is conducted in many different ways and toward many different ends. I would like first to discuss the ends and then to reflect very briefly on the means we might use to achieve those ends.

In many ways, assessment is the very heart of what we do as communication scholars. We begin our careers as graduate students who are regularly assessed by means of term papers, exams, grades, and ultimately through a dissertation defense. We enter into the marketplace as assistant professors and are immediately assessed as to what we have to offer, what we can teach, what we wrote our dissertation on, what our publication plans entail, and more generally how we "fit" with the existing faculty. When we land that first job and begin to submit our work for publication consideration we are assessed again, this time by peer reviewers and editors. And when we do finally get someone to publish our work it gets assessed yet again by our colleagues as they seek to determine progress toward tenure. Six years later, we are assessed on the whole record, not only by our colleagues but by the university's tenure committee, the Dean, the Provost, and ultimately the President. And whether or not we make tenure at that first job, we will continue to be assessed, year-in and year-out. So at whatever stage one may be, assessment is a constant companion.

And so the question naturally arises: How might assessment of communication scholarship best be conducted? I am regularly called upon to offer assessments of communication scholarship in four different contexts: 1) as a senior member of my own department as junior faculty colleagues climb the tenure ladder, 2) as an external reviewer for other departments who seek expert evaluation of the scholarship of those they are considering for tenure, promotion, or hiring, 3) as an editorial board member of scholarly journals where I function as a blind peer reviewer of work sub-

mitted to that journal, and 4) as editor of the interdisciplinary quarterly *Rhetoric & Public Affairs*, where my task is not only to evaluate submitted essays, but also to consider the evaluations of the board members and external reviewers, the needs of the journal, the salience of the topic, the perceived capacities of the author, the magnitude of the required revisions, and a host of other considerations that ultimately fall to the editor alone.

The context of assessment is crucially important inasmuch as the rules for what counts, how much it counts, and how it should be valued differ from context to context. For example, when evaluating junior colleagues for tenure, what counts and how much it counts depend almost entirely on what the particular institution values and seeks to reward. Research Intensive universities place primary emphasis on published scholarship, placed in particular venues, and having a demonstrable effect on the trajectory of scholarship in the field at large. Other kinds of universities may have different ideas about what counts and how much it counts. The first rule is to learn the rules and values of the place at which one is employed. Assessment follows institutional norms and those norms not only differ from place to place, but often change, over time, within the institution itself. As someone who has written more than 50 letters as an external reviewer, as one called upon by other institutions to render a judgment about the scholarly credentials of one of that institution's faculty members, I can testify that the hardest part of such an assessment is not the evaluation of the scholarship per se, but rather trying to discern what norms the institution is using or what norms they want me to use in the evaluation. A successful record at a small, liberal arts college is not going to look the same as a successful record at a Research Intensive university. Context matters. Institutional norms and expectations matter.

Assessing submissions to scholarly journals also involves norms and expectations, though different ones to be sure. Most journals have a specific mission, a specific scholarly niche. This usually involves the kinds of scholarship published, the methods that are acceptable, the length of the manuscript, the style sheet required, the number of copies needed for review—and this before anyone has so much as read a sentence of the submission. It is assessment as to form and focus, and manuscripts that fail this most basic test often do get sent back to their authors. But the central

assessment is of the content rather than the form. That assessment is driven by five factors: 1) clarity of the writing, 2) significance of the topic, 3) significance of the argument, 4) appropriateness of the method, and 5) the difference the research makes in the scholarly world at large.

Clarity is a basis of assessment. Many articles are rejected not because they are opaque but because they are clear. They are so well written that it becomes immediately clear that the author has nothing new or interesting to say. These are the easiest articles to reject because they are often blissfully unaware of the literature, the ongoing debates in the field, or the status of the question under investigation. If the article has been sent for review to experts on the topic—as it should be—then rejection will be sure and swift, as it should be. The other side of clarity is opacity or incoherence. We often hear of the scholar who is just so brilliant and whose ideas are so above those of ordinary mortals that few people can understand his concepts. And such people probably do exist somewhere, but they are not in the field of Communication. I have helped many scholars express their ideas in a more clear and forceful manner, but the ideas had to be present first. No amount of polishing, editing, or buffing will turn a humdrum idea into an original thought. Good writing is necessary, but it is not sufficient for publication. Poor writing is sufficient for rejection, even if the idea may be a good one. Too often, however, poor writing merely masks even poorer thought. Clarity gets you a hearing; originality gets you a publication.

The first step is to research a *significant topic*. In our postmodern world the very notion of significance is often called into question or, if you will, problematized. But I can't help but wonder, as I leaf through the NCA program each November, whether some of the topics (no, let's be honest—many of the topics) are worth the price of the paper they are printed on. The central question for me is this: what difference does this knowledge make—historically, conceptually, critically, or methodologically? And to whom? Unless we can answer those questions, we are in danger of focusing on the insignificant.

The next step is to offer a *significant argument* about this significant topic. A significant argument is one that makes a difference in the world of scholarship. It helps us to see the question differ-

ently, it calls into question received views, it enlarges our mental universe, it reconceptualizes an issue, it offers a new theoretical perspective, it revises our understanding of history, it calls attention to communicative aspects that no one has heretofore noticed. And it does one or more of these things in such a way as to add substance to the ongoing scholarly conversation on that topic. Hereafter, scholars will have to consider this argument if they are to engage this topic in a serious way. That's what a significant argument is.

For this argument and topic to be taken seriously the treatment must be in conformity with *recognized methods* of analysis, whether those be quantitative or qualitative in nature. Generally speaking, scholarship should be assessed not on the basis of what kind of method was employed, but rather on the appropriateness of the method, its execution, and the results that are obtained thereby. If the method used is inappropriate, the execution sloppy or misinformed, and the results skewed, a negative assessment must follow.

Finally, scholarship must be assessed for the *contribution* it has made to the scholarly world at large. And here I do not mean just the scholarly world of Communication, but that of knowledge more broadly construed. What difference has the scholarship made not just to fellow researchers in Communication, but to those working in associated areas of history, or political science, or English, or sociology, or psychology? What has this research added to the overall picture? Can researchers in other disciplines knowledgeably proceed without taking this research into account? If the answer is "no, they cannot so proceed," then the research has clearly made a difference.

Modes of Assessment

Whenever I am asked to assess the overall scholarly record of a candidate for promotion and tenure there are always, without regard to the kind of institution it may be, two basic parts to the evaluation. One is quantitative and the other is qualitative. Much as we may dislike the idea, numbers do count. Before any kind of assessment can be done there must be something there to assess. What that something is will, of course, vary from institution to institution. I have always found beginning with a basic

statistical map of the terrain to be helpful: the candidate has published one book, six articles, three book chapters, and four book reviews, and has two more articles accepted for publication. At this stage categorical correctness is imperative. Books and articles are either published, accepted and in press, under formal review, or in progress. There really is no other category. Likewise, books and articles are either in scholarly venues, trade venues, or popular venues. Different institutions will weight each of these kinds of publications differently, but it is imperative that we recognize and maintain the distinctions. So getting an accurate statistical map of the territory is the first step.

The second step is to make a judgment with respect to the quantity of scholarship produced. The norm or point of comparison will either be supplied by the school (we expect candidates for tenure to have either a scholarly book or a minimum of five articles in respected scholarly journals) or it will be supplied by the reviewer based upon his or her experience with and knowledge of the kind of institution that is requesting the judgment. Assessments of quantity alone can give only limited kinds of knowledge. If there is a minimum numerical expectation, a quantitative assessment can ascertain whether that minimum has been met. If there is a normative expectation based on type of institution such an assessment can determine whether the number of publications is within the normative range. This is useful information, but it is useful only up to a point. Absolute numbers, except in those cases where a clear minimum is specified and the candidate has clearly fallen below that minimum, should never be the final basis for judgment. Even in those cases where the minimum number has been met, one can imagine scenarios in which the institution might be better served by ignoring their announced minimum number of publications. Merely counting publications gives knowledge of a sort, but it is not a particularly useful sort apart from various kinds of qualitative measures. Let me illustrate.

Perhaps the most famous instance of quantitative data gathering about Communication scholarship is the series of articles published over the last 35 years by Professor Mark Hickson III and his associates (Hickson, Stacks, & Amsbary, 1989, 1992, 1993; Hickson, Stacks & Bodon, 1999; Hickson, Turner & Bodon, 2003; Hickson, Bodon & Turner, 2004; Hickson Self, Johnston,

Peacock & Bodon, 2009), the latest of which appeared in the 2012 volume of *Communication Education* (Bolkan, Griffin, Homgren & Hickson, 2012). I have no quarrel with publishing this data, perhaps because I still appear on Hickson's list of the top 100, a list headed for as long as I can remember—and still headed today—by James McCroskey (Hickson, Self, Johnston, Peacock & Bodon, 2009). It is good for a field to know who its most productive authors are. But Professor Hickson knows as well as anyone else, that a list like this is misleading in some ways and simply unhelpful in others.

In 2005, I wrote to Mark to ask him to include *Rhetoric & Public Affairs* in his next survey because it seemed clear to me that with the recent upturn in journal outlets that very quickly most scholars working within a humanistic paradigm of communication studies were going to disappear from the list altogether, and that the implicit message that could be drawn from that absence was that scholars of rhetoric and criticism, for example, were not being very productive (Medhurst to Hickson, 2005). This points to several issues: How meaningful is it to compare scholars working within the variable analytic tradition with those working in the historical-critical tradition? How meaningful is it to count only publications in those journals "approved" by the NCA, especially when so much communication scholarship is now published in interdisciplinary outlets? And how meaningful is it to count only articles when the big story of the last 30 years has been the turn to book publication, especially among humanistic scholars?

But rather than criticize the Hickson series, I would like to use it to think more broadly about modes of assessment. If we really want to know who is doing work in communication studies that meets the tests I set forth above, what other kinds of measures must we take? Hickson provides a good starting point. Clearly we must assess the scholarship published by outlets in our own field. But even here we must make distinctions. The old distinction, for example, between national and regional journals is not helpful and, in some ways, is quite misleading. Three pieces of information are most useful: 1) the rejection rate of the journal, 2) the geographical distribution of the journal, including electronic distribution, and 3) the subsequent citation of the research in other books and journals. The more difficult the journal is to get

into, the wider the journal's distribution, and the more cited or accessed the particular article is are all measures that point toward significance and not merely accumulation of vitae items. I am well aware that there are problems associated with each of these measures—there are not uniform rules for calculating rejection rates, the rise of electronic distribution has vastly expanded readership beyond those who subscribe to a journal, citation indexes are notoriously poor, particularly in the humanities, and the lag time between publication and subsequent citation may make such a standard of little use in tenure decisions. Even so, looking to these kinds of measures would add substantially to our ability to assess communication scholarship.

We must also find a way to factor in books and book chapters. Like articles, not all books are created equal. We must distinguish textbooks from scholarly books, and scholarly books from trade books; single-author books from edited volumes; commercial presses from university presses; original work from reprinted work. Different institutions will value different kinds of books differently. But the same kinds of standards suggested for scholarly articles must also be applied to scholarly books and chapters. The basic standard is this: Was the book or chapter externally reviewed? Did it go through a process of critique and revision? Was it evaluated by experts on the topic? That's the standard at the front end. At the back end there are standards, too: Has the book been reviewed in scholarly journals? Have the reviews been generally positive or negative? Has the book been recognized by *Choice* or *Library Journal*? Has it won an award? Is it being cited by other scholars?

What I have been discussing are qualitative measures, and they are many. In the main they are not subject to quantification and rely, instead, on expert judgment and interpretation. And this is, of course, the real rub with respect to Professor Hickson's list. It seems to me entirely possible to have published a quantitatively large mass of articles but to have made a qualitatively small contribution to scholarship as I have defined it. I cannot help, for example, noticing the names that are not on Hickson's list: Edwin Black, Lloyd Bitzer, Michael McGee, Mike Leff, Robert Hariman in rhetorical studies; Linda Putnam, Scott Poole, Dennis Gouran in organizational and small group; James Carey, Cliff Christians, Linda Steiner in media studies; John O. Green, Law-

rence Rosenfeld, Anita Vangelisti in interpersonal. And the list goes on. Significance and influence are not measured solely by numbers of publications, which is why it is always dangerous to get into a numbers game when evaluating candidates for tenure and promotion.

Assessment of scholarship must be multimodal if it is to be accurate and fair. Such a multimodal model would include, at minimum, consideration of:

- Place of publication (including rejection rate and distribution)
- Citation of the publication by other scholars
- Type of scholarship (book vs. article vs. chapter)
- Refereed nature of the publication (articles and books)
- Recognition of the scholarship (awards, reviews, use in classrooms, reprintings)
- Pattern of productivity (sustained or punctuated)
- Evidence of having made a difference (expert testimony, invitations to join boards, guest lectures, etc.)
- Programmatic nature of the research (thematically, methodologically, topically)

By combining these modes of analysis with a straightforward quantification of the record, we will arrive at a much richer and more balanced assessment of communication scholarship.

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**Interview with Dr. Roderick Hart at the
75th Annual Pennsylvania Communication Association**

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The Pennsylvania Communication Association this year celebrated its diamond anniversary in Pittsburgh, Pennsylvania, hosted by Duquesne University's Department of Communication & Rhetorical Studies. The keynote speaker for the event was Dr. Roderick Hart, Dean of the Moody College of Communication at the University of Texas at Austin. This piece is intended to accomplish three goals: to recognize the history and contributions of the Pennsylvania Communication Association to the field of communication, to acknowledge the scholarship and contributions of Roderick Hart, and to present an interview with Hart given shortly after his keynote address.

Pennsylvania Communication Association
History and Mission

The Pennsylvania Communication Association promotes teaching, research, service, and development of the field of communication across national and international borders, acknowledging in particular the contribution of Pennsylvanian communication scholars. The Association provides a space to communicate emerging questions in academic research and to examine ethical and practical communication concerns within community and business environments. Its interest councils reflect a dedication to all areas of human communication research, spanning the fields of communication ethics, health communication, interpersonal and organizational communication, languages of communication, rhetoric and public address, philosophy of communication, communication education, applied communication, media and technology, mass media and society, and performance studies, as well as a student interest council.

The Pennsylvania Communication Association's original incarnation, the Speech Communication Association of Pennsylvania,

was founded in 1939 and led by its first president, John Henry Frizzell of Pennsylvania State University. Each year the Association publishes its *Annual*, which is now in its 74th year. Notable figures associated with the state of Pennsylvania have been honored each year, including Fred (Mister) Rogers, Governor William Scranton, Governor Ed Rendell, Lieutenant Governor Mark Schweiker, Dr. Sam Hazo (Poet Laureate of Pennsylvania), and others.

The Pennsylvania Scholar Series

The Pennsylvania Scholar Series, first published in 1999, is sponsored by the Pennsylvania Communication Association's Executive Committee. It recognizes outstanding efforts by distinguished Pennsylvanian scholars in the field of human communication. The essays featured within the publication highlight the contribution of scholars by interacting with their work and examining their intellectual contributions. It considers the scholars' teaching, research, values, and perspectives. The first seven volumes have featured Carroll C. Arnold ("When Words Become Dances," 2002), Henry W. Johnstone, Jr. ("The Dialogue of Philosophy and Rhetoric," 2003), Gerald M. Phillips ("Communication's Last Renaissance Man," 2005), Herman Cohen ("Historian of the Discipline," 2008), Robert T. Oliver ("Standard Bearer of the Discipline," 2010), Kathleen Hall Jamieson ("Standard Bearer of the Discipline," 2012), Richard B. Gregg ("Builder of the Discipline," 2014), and the upcoming 2015 issue will feature Gerard Hauser.

A Brief Biography of Dr. Roderick P. Hart

To give context to the interview, a brief biography of the 2014 keynote speaker, Dr. Roderick P. Hart, is provided. Hart currently holds the Allan Shivers Centennial Chair in Communication and the Cronkite Regents Chair in Communication, both established by the Board of Regents of the University of Texas System. He received his M.A. and Ph.D. from the Pennsylvania State University. His research has focused on politics and the mass media and has authored twelve books on this topic. In addition to his scholarship, he is the author of a computer program, *Diction 7.0*, that is designed to analyze language patterns. His most recent co-authored book, *Political Tone: How Leaders Talk*

and Why (2013), published by the University of Chicago Press, emphasizes his multidisciplinary approach to communication. Hart's research has received grants from a variety of institutions, including the Ford Foundation, the Annenberg Foundation, the Dorot Foundation, Exxon Foundation, Hutton Sumners Foundation, Carnegie Foundation, and the Pew Charitable Trusts.

Hart has been honored by the International Communication Association as a Research Fellow, the National Communication Association as a Distinguished Scholar, and the Phi Kappa Phi Honor Society as a National Scholar of the Year, and he received the Murray Edelman Career award from the American Political Science Association. This year, the Pennsylvania Communication Association awarded him the Julia T. Wood Award at its 75th annual convention. This award is presented to senior scholars who are also outstanding teachers in the field of communication and who received a baccalaureate or doctoral degree from a college or university in Pennsylvania. Hart has delivered lectures at more than ninety colleges and universities and received multiple awards for teaching and scholarship from a number of universities, including the University of Texas and Purdue University. Dr. Hart is the founding director of the Annette Strauss Institute for Civic Life and is currently the Dean of the Moody College of Communication.

Hart's most recent co-authored work, *Political Tone: How Leaders Talk and Why*, contributes to the historical, philosophical, and rhetorical dimensions of the study of human communication. The book undertakes positioning an extensive research project in political communication that examines the role of rhetoric in politics throughout history. Thomas E. Patterson, professor at Harvard University, called it a "fascinating and important word-based journey through political time, space, and personality."

Hart and his co-authors, Jay P. Childers and Colene J. Lind, analyze political communication in the form of speeches, debates, advertising, print, and broadcast campaigns to understand the role of tone in political communication—in the words of the authors, "not what you say, but how you say it." In particular, focus is given to political leaders and the communicative ability to find and use the "right" words and tone in political communication. Using Hart's software, *Diction*, aspects of political communica-

tion such as realism, commonality, and certainty have been analyzed to provide insight into how diversity and modernity manifest themselves as political tones in certain contexts and how political leaders have used tone to convey messages within contexts.

Interview with Roderick Hart

The theme of the 75th Annual Pennsylvania Communication Association, “Exploring Dimensions of Communication,” centered on communication scholarship within traditional thematic areas and hosted research that explored historical, philosophical, and rhetorical dimensions of the study of human communication. Hart’s address at the 75th Annual Pennsylvania Communication Association focused on political communication throughout history within an increasingly technological society. His essay, titled “New Media, New Emotions, Old Politics,” was given at the celebratory conclusion of the Pennsylvania Communication Association’s Diamond Anniversary convention on Saturday, September 27th 2014. Hart graciously granted us the following interview at the conclusion of his keynote address.

What was your reaction to being asked to keynote this year’s conference?

I feel very privileged, because of my past associations with Pennsylvania.

What is your opinion of the role of rhetoric in communication

Well, rhetoric is central to everything that’s important. When you’re brought up the way I was brought up—when you’re brought up with comparatively few resources—you come to realize that rhetoric has the capacity to change society and that realization has an existential impact on you. Rhetoric can truly rebalance the odds in favor of people who do not have the odds on their side.

What is your opinion of new media and social media in news and politics in today's society?

I think it is a complex legacy. It makes the capacity for sharing information so much more dramatically possible, and it also has the capacity for maximum distraction as well. Sorting out its capacity for sharing information and its capacity for causing distraction makes scholarship in this area very important.

For example, there has been a lot of chatter lately about how the Web will revise politics in fundamental ways because it is a more egalitarian medium. But look at all the net neutrality debates going on right now. Cyber-democracy is a possibility but we'll have to see how it works. I am a bit of a skeptic though, one who doesn't think that it will fundamentally change political processes in the United States.

In terms of cyber-democracy, when we talk about the uncivil discourse that happens online, do you see a rise in cyber-democracy helping to decrease political incivility?

There is more of everything on the Web—there is more information than human beings have had access to than ever before. Unfortunately, the Web is also a great delivery system for incivility. It can maximize the audience for that. More positively, via the Web people can now meet people from other cultures and sometimes it makes people less lonely. But the bottom-line is that politics is a lot of work, so I do not think it will take less effort because we now have the technology to connect on the Web.

In places outside cyberspace, do you see the same kind of effort needed to go into professional civility?

I see a lot of people do dumb things with email and Twitter and Facebook. Sharing things they should not share. This includes adults, not just children or teenagers. Doing so has legal ramifications and it puts people at risk. It is one thing to have a conversation about your boss at the bar, and another to share it on Facebook. The web has become something that we carry around with us; it feels like the whole world is now at our fingertips. The

Web feels like an intimate device that is part of us, but sometimes we forget is that we're potentially sharing ourselves with everyone now alive!

What are your thoughts about the future of the field of communication? Do you believe the study of communication will continue to enjoy the kind of recognition it has been garnering over the past few decades with colleges of communication, conferences, etc.?

I do think that there have never been more students taking communication courses in the history of the world. Communication is a very healthy field, in part because of the new technologies. Nobody doubts anymore that studying communication is important and necessary. PCA (The Pennsylvania Communication Association) has a good future as long as there are teachers who want to do something more than show up in the classroom. Just think about all the students who received awards today—it is because teachers advocated for them and helped them to that point. It is for reasons like these that I am optimistic about the future of the communication field.

Who do you believe are some of the pioneers of the success of the field of communication?

I think about some of the people who broke away from the Modern Language Association in 1914 because they thought that oral communication differed in important ways from written and that we needed to teach these oral skills differently. So these forefathers of ours were very important. At the same time, though, people today need even more communication skills, both oral and written, than they ever have before.

A Note of Gratitude: The mission of the Pennsylvania Communication Association emerges in Hart's scholarship; his work plays an essential role in furthering our understanding of human communication within the contexts of politics and society. The authors would like to express our gratitude to Dr. Hart for his critical contributions to our field and to extend our sincere thanks to the Pennsylvania Communication Association for its 75 years of exemplary service to our discipline. We look forward to the next 75.

Author Biographies

Julia T. Wood, (*Ph.D. Pennsylvania State University*). *Lineberger Professor of Humanities Emerita, Interpersonal and Gender Communication, University of North Carolina at Chapel Hill*. Dr. Wood's teaching and research focuses on gender, communication, and culture; personal relationships; and feminist theories. Since joining the faculty in 1975, she has authored or edited 24 books and over 70 articles and chapters in books, including *Gendered Lives* and the *Sage Handbook of Gender and Communication*, co-edited with Bonnie Dow. In addition, she has presented over 80 papers at international, national, and regional conferences, served as associate editor of 5 national journals, and held a number of administrative positions in the National Communication Association. She served as Editor for *the Journal of Applied Communication Research*. Dr. Wood has won several awards for teaching and scholarship. She is the recipient of the 1998 Board of Governors award for teaching at the University of North Carolina at Chapel Hill, the 1998 Case/Carnegie Award for North Carolina Professor of the Year, and the 2006 Donald C. Ecroyd Award for Outstanding Teaching.

James C. McCroskey, (*D. Ed. Pennsylvania State University*). *Professor Emeritus, West Virginia University*. Dr. McCroskey was probably best recognized for his prolific scholarship. He had published over 200 articles and book chapters and over 30 books and revisions, as well as over 30 instructionally related books. His first book, *An Introduction to Rhetorical Communication* originally published in 1968, is now one of the oldest continuously published books in the field. His research has focused on communication apprehension and issues related to instructional communication. Dr. McCroskey was an active member and present or former officer of numerous professional associations. He has received NCA's Kibler award and distinguished service awards from the Eastern Communication Association and the World Communication Association. He was a Fellow of the International Communication Association and both a Teaching Fellow and a Research Fellow of the Eastern Communication Association. He had edited *Human Communication Research*, *Communication Education*, *Communication Research Reports*, and *Journal of Intercultural Communication*.

Mark Hickson III, (*Ph.D. Southern Illinois University & J.D. Birmingham School of Law*). *The University Of Alabama At Birmingham*. Dr. Hickson is a professor in the department of Communication Studies at UAB. He is an expert on body language. His book *Nonverbal Communication Studies and Applications* (1985) is in its fourth edition. Dr. Hickson has written numerous journal articles and has taught courses in organizational communications, mass communications and communication theory. He has been a valued faculty member at UAB for over 20 years.

Martin J. Medhurst, (*Ph.D. Pennsylvania State University*) *Distinguished Professor of Rhetoric and Communication, and Professor of Political Science, Baylor University*. Dr. Medhurst is the author or editor of thirteen books, including *The Prospect of Presidential Rhetoric* (2008, with James Arnt Aune), *Before the Rhetorical Presidency* (2008), and *Words of a Century* (2009, with Stephen E. Lucas). Dr. Medhurst is a frequent contributor to communication journals, including *The Quarterly Journal of Speech*, *Communication Monographs*, *Critical Studies in Mass Communication*, *Communication Education*, *Communication Quarterly*, *Communication Studies*, *Western Journal of Communication*, and the *Southern Communication Journal*. He has published more than 85 articles and chapters. Dr. Medhurst also is the founder and editor of the journal *Rhetoric & Public Affairs* and of the scholarly book series of the same title, both published by Michigan State University Press.

Roderick P. Hart, (*Ph.D. Pennsylvania State University*). *Dean, Moody College of Communication, Shivers Chair in Communication, Professor of Government, Founding Director, Annette Strauss Institute for Civic Life. University of Texas at Austin*. Dr. Hart's area of special interest is politics and the mass media and he is the author of twelve books, the most recent of which is *Political Tone: How Leaders Talk and Why* (2013). He is also the author of *DICTION 7.0*, a computer program designed to analyze language patterns. Dr. Hart has delivered public lectures at more than ninety colleges and universities. He was named a Research Fellow of the International Communication Association, a Distinguished Scholar by the National Communication Association, and the National Scholar of the Year Award from Phi Kappa Phi

Honor Society, and has received the Murray Edelman Career Award from the American Political Science Association.

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