Journal of the Association for Communication Administration

Editor's Note

I am pleased to see this second issue of the 2020 volume come to fruition. As has been the case in many contexts, the ongoing Pandemic has slowed down our publication process, but it has not stopped it. In this issue, we see three contributions, each of which offers insights for communication administrators. Rappeport and Wolvin highlight the importance of listening in leadership practice. In this historical moment, listening is particularly important for discerning direction for communication departments and their host institutions. Such discernment may assist leaders of communication departments as they attend to internal and external audiences and respond with insightful action. LeFebvre's tracing of the rise and fall of the Speech Communication department at Iowa State University offers a cautionary tale of great interest to historians of the communication field and to communication administrators seeking to protect and preserve departmental identity and survival in a moment of great change and uncertainty. Buermann, Everett, Ringer, Anderson, Davenport, and Mutua offer practical recommendations for social media use as a recruitment strategy in a moment where everyone on an academic campus must attend to attracting students. Communication administrators will find these insights, drawn from the experience of an academic department listening to what is needed in this historical moment in an effort to strengthen and equip a communication department for survival and growth, quite valuable. These three articles work together to encourage communication administrators to take thoughtful action as the field of communication makes its way into the future.

Listening Leadership:
An Academic Perspective

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Much of the literature on leadership continues to focus on the leader who has the ability to shape a vision and articulate that vision, a vision that resonates with the mission, values, personnel and technology that make up the organization. To shape and articulate a resonant vision, the effective leader must be willing and able to listen. Only through listening to the stakeholders can a leader know how that vision should best be framed and implemented. One significant way that leadership listening can be implemented is through listening sessions. This study provides a detailed example of the effective use of listening sessions in an academic setting. University of Maryland administrators offer observations on the role of listening to engage students, faculty, staff, and administrators in developing strategic plans for moving forward.

Leaders are considered to be those who articulate a vision and inspire their followers to realize that vision. "Leaders who effectively communicate meaning draw on past experience, present opportunities, scenarios of the future, fundamental values, and cultural traditions to articulate inspiring visions of their organization's future" (Bryson & Crosby, 1992, p. 48). The effective leader is one who can transform the organization by inspiring and empowering the followers to higher levels of motivation and even morality. "The result of transforming leadership," writes James MacGregor Burns (1978), "is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (p. 4). Reviewing the research on transformational leadership, Hackman and Johnson (2000) identified five primary characteristics of transformational leaders: creative, interactive, visionary, empowering, and passionate.

The transformational leadership model has been recognized as a cornerstone of public administration. Koehler and Pankowski (1997) argue that administrators need to "make dramatic changes in the way they lead" if an organization is to be efficient and effective (p. 110). This requires leaders to "recognize that organization success emulates from the bottom of the organization. . .and that there will be little change. . .unless leaders at the top understand that their role is to lead others to lead themselves" (p. 110). And that change must address "the entire institution, including its mission, values, personnel, and technologies" (Terry, 2003, p. 59).

Another notable and important leadership model in academia is "servant leadership." Developed by Robert Greenleaf (1997), servant leadership is believed to be especially powerful in settings where the organization and community seek to "do good" in the world. As Mittal and Dorfman (2012) explain, servant leadership differs from other models through "service motivation" and is demonstrated through the intent and action of "developing and empowering people with empathy and humility" (p. 555). Transformational in nature, this model seeks collaborative community building. Furthermore, open and active listening are central to the model as the means to understand the community and to foster empathy and compassion.

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Much of the literature on leadership continues to focus on the leader who has the ability to shape a vision and articulate that vision, a vision that resonates with the mission, values, personnel and technology that make up the organization. To shape and articulate a resonant vision, the effective leader must be willing and able to listen. Only through listening to the stakeholders can a leader know how that vision should best be framed and implemented (Wolvin, 2005).

Notably, despite this emphasis on the leader as speaker, some leadership experts have factored listening into the model. Pearce (2003), for example, emphasizes Leading Out Loud, though he does suggest that listening does have a role: "Listening perceptively to your constituents and discovering what's underlying their stated comments is important. But you need to respond in a way that connects with your listeners and shows them that you have truly heard them" (p. 140). Kelley (2000) stresses that transformational leadership requires the highest listening skills, and "this means knowing how to listen empathically. . . [as a] bridge in relationships" (p. 4).

Floyd (2010) characterizes this "listening bridge" as dialogic listening. He stresses the need for communicators to be willing to engage in the two-way dialogic process as central to truly achieve understanding and unity. The resulting supportive climate requires the listener to listen "authentically, inclusively, with confirmation, with presentness and in a spirit of equality" (p. 132). Urging organizational leadership to be centered on dialogic listening, Macnamara (2016) observes that "there is too much telling and selling, and too little listening" (p. 249). Dialogue, he describes, "involves each side in any interaction having a chance to speak while the other listens, with a view to achieving understanding and acceptance, or tolerance even when agreement and consensus are not possible" (p. 249).

To create such a supportive dialogic communication climate, White (1997) argues that leaders in the 21st century must be listening leaders, leaders who will identify productive areas of confusion and uncertainty, who will demonstrate that they do not have all the answers but are willing to learn, and who will be able to "act differently, think differently, and seek inspiration from different sources" (p. 2). Research by Johnson and Bechler (1997) revealed that individuals "perceived to be leading the groups were most commonly believed to be listening to the groups" (p. 57). And listening scholars Steil and Bommeljie (2004) conclude that "Effective listening and effective leadership are inseparable" (p. 1).

One significant way that leadership listening can be implemented is through listening sessions. Political leaders offer some interesting examples of agenda setting through listening (Wolvin, 2010). In 1999, Hillary Clinton began her successful Senate campaign with a listening tour of New York State. Wisconsin Senator Russell Feingold conducted listening sessions in each of the 72 counties, noting that "Listening is the most important part of my job" (Cited in Wolvin, 2005). And U.S. Secretary of Agriculture Mike Johanns used listening sessions throughout the country to shape the 2007 Farm Bill.

While public leadership has illustrated the efficacy of listening sessions, it can be useful to extend our understanding of listening sessions to academic leadership. Safir (2017) describes how Oakland (California) Technical High School co-principals listened to student, teacher, and parent voices in their school community to create a collaborative culture and transform the school. Safir offers five reasons listening leadership can be transformative:

Listening helps us tune in to dominant narratives and shift them.
Listening helps us keep our finger on the pulse of complex change.
Listening helps leaders stay true to their values in the face of pressure.
Listening helps leaders model humanity and compassion in the face of trauma.

Listening helps us reimagine data and bring stakeholder voice into the equation.

Some higher education leaders provide evidence as to how listening sessions can be useful for collaborative decision making. Daniel J. Martin, President, and Sandy Mayo, Vice President for Diversity, Equity, and Inclusion, at Seattle Pacific University identified a number of recommendations from listening sessions to build a more inclusive campus culture. The listening sessions yielded an impressive number of suggestions for enhanced policies and procedures; additional training for faculty, staff, and student leaders; student resources; hiring; curriculum and instruction; and academic leadership and accountability (Mayo, 2020).

On another campus in Washington state, Highline College, President John Mosby conducted listening sessions in February and March of 2019. Six themes emerged during the listening sessions that enabled Mosby to identify four goals: (1) strengthen a culture of college-wide planning, accountability and evaluation; (2) establish a structure for improved communication; (3) redefine organizational structure and evaluate outcomes; and (4) enhance and operationalize opportunities for student success. Mosby summarizes his listening-based leadership: "Together, our collective efforts will make Highline the very best for all of us: students, staff, faculty and community" ("New Chapter at Highline College"). Other institutions such as the University of Nebraska at Omaha, the University of Mississippi, and the University of South Carolina have held listening sessions to gather input for change.

The University of Wisconsin system conducted extensive listening sessions to determine (1) What are the major issues (pro and con) facing the State of Wisconsin currently? And (2) What role should the University of Wisconsin play to help Wisconsin address its most critical challenges and opportunities? For the 13 listening sessions held across the state, participants were given questions ahead of time to allow them to prepare their answers. Each listening session involved three phases. In the first phase, participants discussed their answers at tables of up to seven participants. Facilitators were available at every table to prompt discussion of the questions. In the second phase, participants determined whether there were themes in their responses. In the third phase, each table shared any consensus it was able to reach with the other tables at the session (Listening Session Data Report, 2015).

Listening and empathy in higher education is valued in interesting ways. At multiple universities including Stanford and the University of Virginia, design thinking, a mode of innovation and problem solving is now celebrated in curriculum and student groups. At Stanford, the Design School (d.school) is specifically offering leadership courses based on design thinking in academia including programs devoted solely to university innovation. In the interview with G.K. Patter in 2005, Stanford d.school founder, David Kelley, asserts, "The d.school will provide students with design empathy in two ways: empathy for other disciplines and empathy for the person who will benefit from the product, service or environment they are designing for them" (p. 4). At the University of Virginia, the design thinking curriculum is led by Jeanne Leidtka from the Darden Business school where there is a specialization in the field. Leidtka and Ogilvie (2011) center design thinking on observation and cultivation of empathy through listening, "...Design starts with empathy, establishing a deep understanding of those we are designing for..." (p. 6).

Through the work of Leidtka, Kelley and many others in higher education, there is an emerging embrace for leaders to co-create with those they are leading. Some of these approaches are being implemented within universities to best meet the needs for large diverse communities where listening and understanding a wide range of perspectives is essential for solutions that can be successfully supported in the long run.

Kicking off his campus presidency in the summer of 2020 at the University of Maryland College Park, Darryl Pines launched a series of "Voices of Maryland" virtual listening sessions with faculty, staff and students "to continue discussions about various issues and to listen to your ideas and concerns" (Pines, 2020). The new president's priorities included being a student-centered institution, re-unifying and healing the campus after a series of tragedies. The priorities also emphasized inclusivity and respect for all, support for vulnerable communities, and a refocusing on the academic and research rigor of the institution. This was framed as a collaborative effort and leadership would be necessary across divisions for success.

Pines notes the importance of listening leadership: "Our University of Maryland family is comprised of a strong local, state, national and global community—students, faculty and staff, and a worldwide network of almost 400,000 alumni and friends. With a diverse community working collaboratively toward shared goals, there is no obstacle that cannot be overcome. Our community is TerrapinSTRONG. Together is the way, the only way, to succeed" (Pines, 2020). Alongside Pines, several leaders at the University of Maryland including the Vice Presidents for Student Affairs (Patty Perillo), Research (Laurie Locascio) and Diversity and Inclusion (Georgina Dodge) led efforts to unify and support the diverse 50,000+ community through collaborative listening driven efforts.

A listening-driven and collaborative committee structure was established beginning in March 2020 at the university level. The model was selected in order to support multiple values of community, inclusivity, respect and transparency. In order to better understand and address problems during a constantly changing and threatening environment, numerous committees, subcommittees and working groups were created in an iterative approach. Beginning with major categories, incorporating academics, research, student affairs, human resources and finance, these committees have expanded to include hundreds of members of the overall university community including leaders, faculty, staff and students. This very robust and inclusive approach yielded various results, most of which are positive and all of which can be part of a larger conversation to inform future emergency response and resilience strategies. Indeed, many of the working groups continue with their projects.

Reflecting on the need for listening leadership, the campus vice presidents shared their views. Vice President Perillo (2020) observed:

> Truth be told, listening based leadership is always essential for leadership…It is about continually exploring what is happening within you, what is happening around you, and acting from what you discover. You can only act on this discovery if you are actively listening. Listening based leadership is inclusive of multiple voices, perspectives, identities and experiences; it allows for every voice to be heard and every human to be seen. This is essential for the best path forward always includes a diversity of thought and experience, but this would not be illuminated if leadership is not listening. Without such listening, solutions would be void of broad-based thinking. Hearing multiple voices and perspectives also is a cornerstone for making decisions that work best for all/more, as these pronouncements are inclusive of a collective experience.

Vice President for Research Locasio (2020) illustrates the servant leader focus on listening as service to the organization:

> …Leadership is service to the organization that you are a part of and to the people who make up that organization. And if leadership is service, then leadership must also

be partnership. Some people think that the words service and partnership are not words associated with a strong leader. But how can you lead an organization and the people who are a part of that organization if you do not genuinely want to serve? Therefore, it has always been my philosophy to be in partnership with the people I lead, and listening is the first step in that process. Without listening, I do not know who I am communicating with or how to approach the conversation based on their interests and their experiences and expectations. Without listening, the solution that I come up with might actually be a really good one, but one that will never be implemented because I haven't taken the time to understand the people that I need to rely on to partner in its implementation. This pandemic has had so many impacts on the world including the fact that it has surfaced many of our insecurities and our fears and our vulnerabilities. At this time, when we are most vulnerable, it is particularly important that we lead with compassion, and that we come up with solutions to problems that take into account these feelings. That requires us to listen to each other, listen openly, and thereby empower our community to be part of the solution.

Associate Vice President for Innovation and Entrepreneurship Chang (2021) recognizes the need to gain diverse perspectives through listening:

I personally feel listening is way undervalued and way underutilized as a means for being a much more effective and impactful leader. There's a lot to be said for wanting leaders who know just what to do and just what to say. However, when dealing with new challenges or new opportunities with many unknowns, leaders must try to learn as much and as fast as possible. Listening is the best way to do that. Design thinking has the premise that the solutions only become better by constructively adding input from diverse people with diverse perspectives and diverse experiences. But that can only happen if everyone feels valued and heard so that they feel comfortable and confident when contributing those perspectives and experiences.

And Vice President for Diversity and Inclusion Dodge notes that it is important to be a flexible listener in order to

. . . connect with underlying motivators that may not be readily apparent. For example, when students tell me they feel unsafe on campus due to their identities, I listen for clues to identify what spaces or people may be causing that feeling. . . listening with empathy provides a framework for growth. . . . listening without judgment is the gift . . . you learn from listening to gain the information necessary to develop diversity, equity, inclusion strategies.

Conclusion

Clearly, listening is an essential dimension of leadership in all sectors of an academic institution. The leader of the Council of University System Presidents, Dr. Aminta Breux, president of the system's Bowie State University, thoughtfully describes how listening is at the core of academic leadership:

One of my mentors early in my career would use a phrase to remind me to leave myself open to new ideas, perspectives and new possibilities. He would say 'Remember to

leave a window open.' My philosophy about listening is centered around that concept that no matter how good an idea might be, and how sure you are about your opinion, listening and leaving open the possibility that someone just might have some ideas or thoughts, is an important element to one's own growth and development.

Listening and leaving yourself open to take in new information is important for all leaders to remember. I've been in higher education for over 35 years and one of the thrills of being on a campus is the ability to surround yourself with people who are excited about the creation of new knowledge and are curious about the world. A good day for me on the campus is having those opportunities where you get to listen to a faculty member talk about their research, or that exchange of ideas you might have with a colleague; and, one of the highlights of my day is listening to a student share their aspirations and goals. I learn so much from listening to many on the campus whether it's in a meeting, or on my way to the meeting.

It's been my experience that the ability to listen is also an integral part of building teams in the workplace. Listening versus hearing is a differentiation critical to avoiding 95% of misunderstandings, miscommunications and other pitfalls that happen in every day interactions. Being in the moment and listening to another person sounds so basic, but in this era of multiple devices and multitasking, it is a skill to be practiced. Individuals have different styles of communicating and listening go hand-in-hand with leading as you are able to then understand the various styles, perspectives and strengths of your team members.

Finally, I try to listen for what isn't said. Much can be inferred by the words or messages left out of communications. When you ask a direct question and you don't hear a direct answer, that might be because you haven't effectively communicated your question, or it might be an avoidance or reluctance to give you the answer.

My listening philosophy as a leader is one that has been tried and tested over the years; and still, it's a work in progress, because I leave a window open for new perspectives to come in.

Opening the window to listen takes time and time is precious. The precious time devoted to listening as part of solution-oriented planning is time well spent. As we have learned through the various University of Maryland group examples, active listening is central to effective academic decision- making and operational decision-making at a large-scale public institution. Indeed, as higher education today must change and adapt to the health, economic, cultural, and environmental challenges the world is facing, academic institutions, more than ever, need leaders who are willing to listen.

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Speech Communication at Iowa State University[1]:
A Departmental History and Aftermath[2]

Luke LeFebvre[1]

In 1903 at Iowa State College of Agriculture and Mechanic Arts, a Public Speaking department emerged. This transition occurred over a decade prior to public speaking teachers seceding from English. Members of the department played foundational roles in establishing the national association and moving the discipline toward research-driven initiatives in order to secure legitimacy across academic landscapes. Surviving two World Wars, the Great Depression and title merger with English, the department again emerged as an independent academic unit prior to the 1970s. The department included faculty from areas of speech, drama, telecommunicative arts, and speech disorders, which progressed until its dissolution in the mid-1990s. This manuscript traces the historical progression, collapse, and ramifications of Speech Communication at Iowa State University. Particular attention is given to the implications of department dissolution through my experiences as a member of the program of Speech Communication. The departmental history revisitation as well as my experiences as a faculty member blend uniquely to unfold a cautionary narrative for how Communication faculty should attempt to minimize paradigmatic fractionalization and coalesce to unify support for the introductory communication course.

Keywords: institutional communication history, communication departments, introductory communication course, fractionalization, Speech-English relations

A number of porcupines huddled together for warmth on a cold day in winter; but, as they began to prick one another with their quills, they were obliged to disperse. However the cold drove them together again, when just the same thing happened… (Schopenhauer, 1851/1964, p. 226)

In 1995, Iowa State University of Science and Technology (ISU) administrative leadership dissolved the department of Speech Communication (SPCM)[3] (see Hale & Redmond, 1995). The College of Liberal Arts and Sciences (CLAS) assumed receivership duties over departmental remnants and segmented associated programming (Catalogue, 1997/99). As a result, SPCM faculty became disciplinary vagabonds in search of new academic homes. Choices for SPCM faculty who desired to retain institutional affiliation were limited. Those who remained redefined themselves along paradigmatic identities (Hale & Redmond, 1995). Eventually, faculty with rhetorical backgrounds joined the English department to form a cross disciplinary program of SPCM (Speech Communication, 2001-2002). Other SPCM faculty with social scientific backgrounds coalesced to form a separate interdisciplinary degree, which would eventually be transferred to the CLAS with academic tenure-lines hosted in English (Deetz, 2013; Catalogue, 2005/07). The culmination of these events concluded in a partition between programs: SPCM and Communication Studies (CMST). Oddly—despite their similar academic lineages surrounding human communication, being housed in the same building while residing on the same floor—programmatic isolation became the mainstay.

The outcome of department dissolution eroded the capacity to foster disciplinary distinctiveness and development for generations of Communication undergraduate and graduate students at ISU. Because the past emerges in the future, it is valuable to attempt to

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interpret these events and choices made by the people involved to illuminate why (Smith, 2015). It seems especially appropriate to explore the forces that pushed together two intrinsically contrasting subject areas—English and Communication—that were historically uncoupled decades earlier. Existing histories of Communication departments largely concentrate exclusively on only a handful of settings, while neglecting other important histories associated with our discipline's past (Pooley & Park, 2013). For that reason, the significance of this research is tied to its uniqueness of Communication historical research and the fragility ever-present in our departmental alignments.

There is no single unified past, but many pasts, each informed by the questions that are asked and the evidence available. What is unequivocally factual is that a Department of SPCM no longer exists as an academic unit at ISU. Remarkably, at the turn of the 20th century, Communication (known then as Public Speaking) at Iowa State College of Agriculture and Mechanic Arts was a pacesetter for the fledgling field of study. Chronologically pre-emptive and advanced for its time (compared to the national landscape); however, by the turn of the 21st century the department was erased, and the faculty completely fragmented. This research seeks a clearer comprehension of the vicissitudes that ultimately undid the SPCM department and examines the ramifications of its dissolution. The relevance of this investigation makes explicit blind spots inherent to Communication departments and offers suggestions for moderating these potential pitfalls. Specifically, the study addresses the lack of historical research in Communication by uniquely combining archival research methods and elements of analytic autoethnography. In service of this goal, the essay proceeds in three parts. In Section I, I trace the progression of Public Speaking / Speech / Speech Communication institutionally until its collapse. In Section II, I share my experiences as a Communication faculty member working to oversee the introductory public speaking course in a complicated reality that emerged post-department. Finally, in Section III, I explore how Communication faculty should attempt to minimize paradigmatic fractionalization and coalesce to unify support for the introductory communication course to ensure departmental longevity.

A Public Speaking / Speech / Speech Communication Department

Communication studies' relationship with its disciplinary predecessors and relatives is predictably messy (Pooley & Park, 2013). This fact is particularly pertinent with English. Friction had stockpiled for years between the English establishment and the newly developing profession of Public Speaking (Cohen, 1994). James O'Neill (1913) wrote, "I believe that the first step, the big, fundamental thing, is to work for the universal recognition and adoption of a clean cut dividing line between the departments of English and Public Speaking" (p. 233). In November 1914, seventeen college and university teachers seceded from the National Council of Teachers of English (NCTE) due to "issues of tenure, promotion, dignity and influence of work, marginalization with English and the NCTE, and control over their own convention programming" (Gehrke & Keith, 2015, p. 6). The Public Speaking teachers, thus, formed the National Association of Academic Teachers of Public Speaking (NAATPS).

The driving force behind the inception for the NAATPS was rooted in departmental divisiveness and the founders of the field seized the opportunity (Bochner & Eisenberg, 1985). What became known as the field of Speech, had arisen out of rebellion in English departments (Bryant, 1971). Donald Smith (1954) noted that, "The ties between speech instruction and the English department appear to have been particularly tenuous" (p. 453). The discontent of public speaking teachers working in departments of English provided fertile ground for a

separatist movement. Charles Woolbert (1916) described departmental tension between the two pointedly in the *Quarterly Journal of Public Speaking*:

> While I am responsible for all matters pertaining to public speaking and oral expression at Illinois and hold an appointment as a member in the department of English, yet personally I am uncompromisingly of the notion that the two things do not belong in the same department at all, any more than do political economy and political science, or chemistry and physics, or psychology and education. (p. 16)

The coupling of English and Public Speaking as departmental bedfellows proved to be pervasively problematic. Public Speaking faculty found their teaching subordinated to English and their nonoral scholarship immaterial (Rarig & Greaves, 1954). Revolt transpired and departments of Public Speaking began to appear across American institutions of higher education (Wax, 1969). The untangling of these departmental roommates did not occur overnight and oftentimes was unpleasant. Frank Rarig (1955) recalled his separation from the English department at the University of Minnesota:

> The English department bade goodbye to us without any particular regret. In fact, it was in some respects a relief to the English department to be rid of us because, uh, their standards and focuses were considerably different from ours, and it embarrassed their budget to have us on it. They were perfectly willing to have our budget entirely separate from theirs, for ours had become an incubus. We added little or nothing to their distinction as scholars, critics, teachers, and we didn't aspire for the kind of distinction which they aspired to.

Public speaking's rise as a field of study at Iowa State College was similar but different from other Public Speaking departments across the United States. Nevertheless, the paths of English and Public Speaking would entangle at the institution.

Department History at Iowa State

Institutional Archives, such as the ISU's Special Collections and University Archives, are now viewed as primary sources for creating knowledge as opposed to storehouses for finding information about what is already known (Gaillet, 2012). The primary resources available in archives provide a broad range of materials to be viewed from new perspectives. An investigation of the primary resources associated with both the SPCM and English departments (due to their intertwined histories at the institution) has the potential to yield discoveries not previously considered. This scholarship blends an in-depth exploration of archival research with my personal experiences and professional work, which allows for an exploration of my lived human experience situated by institutional history.

The Progression of Public Speaking / Speech

A Department, 1903 – 1939

In 1903, much earlier than the insurrection that occurred at the NCTE or other department separations from English in the following decades, a department of Public Speaking materialized at Iowa State College of Agriculture and Mechanic Arts (ISC; Bulletin,

1904). In actuality, the Public Speaking department was retitled from the department of Elocution and Oratory, which was ordered to be a separate department by the Board of Trustees only a year earlier (Secretary's Office, 1902; see Table 1). Elocution courses began in 1885 as a program in the Literature and Language department (Catalogue, 1885). The "new" department, still comprised of the same two faculty, identical catalogue description and course work was now lockstep with the larger movement of public speaking instruction. Elocution, as a field of study, had not evidenced enough theoretical strength to formulate an academic department (Keith, 2007). Therefore, "Public Speaking" became the predominate moniker for departments across the nation.

Adrian M. Newens (BO, Drake University, 1897) served as the chairperson from 1897-1909. The department was modest, including only Newens and two other faculty. Newens oversaw the department's transition from elocution and oratory to public speaking—where students learned "talking powers" (Catalogue, 1897/98, p. 79). The purpose of the major sought to:

> … equip men and women to speak well, to tell what they know and give their opinions, read and recite in a pleasing and effective manner. All will be called upon at some time to speak publicly, all talk every day, more or less, and for both the more formidable speech and for conversation the work of the department is planned. The subjects which make for perfection along these lines are briefly: emphasis, enunciation, articulation, time, energy, inflection, appreciation, voice culture, physical control, gesture, etc. (Catalogue 1904/05, p. 290)

Table 1. Public Speaking / Speech / Speech Communication Institutional Evolution

Year	Institutional Name	Academic Unit Title	Archival / Bulletin / Catalogue
1885	Iowa Agricultural College	Department of Literature and Language	• Elocution program developed the "system of voice culture … to remove all impurities from the voice giving fullness, flexibility, and power"
1896	Iowa State College of Agriculture and the Mechanic Arts	Department of English Literature and History	• Elocution program focused on building the "talking powers of students"
1898	Iowa State College of Agriculture and the Mechanic Arts	Department of Literature and Rhetoric	• Elocution and Oratory established as program title
1902	Iowa State College of Agriculture and the Mechanic Arts	Department of Elocution and Oratory	• Elocution and Oratory established as a department
1903	Iowa State College of Agriculture and the Mechanic Arts	Department of Public Speaking	• Public Speaking replaced Elocution and Oratory as department title
1940	Iowa State College	Department of English and Speech	• English and Public Speaking combined into department • Speech replaced Public Speaking in joint department title
1969	Iowa State University	Department of Speech	• English and Speech separated into independent departments
1982	Iowa State University	Department of Speech Communication	• Speech Communication replaced Speech as department title
1989	Iowa State University	Department of Speech Communication	• Telecommunicative Arts program absorbed by Journalism and Mass Communication to become the Department of Journalism and Mass Communication
1992	Iowa State University	Department of Speech Communication	• Theatre program joined the Department of Music
1995	Iowa State University	Department of Speech Communication	• College of Liberal Arts and Sciences (CLAS) dissolved department, assumed administrative oversight, and appropriated management of programming
1997	Iowa State University	Program of Speech Communication Communication Studies Program	• CLAS administered SPCM and CMST • SPCM faculty/program/course descriptions displayed under English department in institutional catalogue
2001	Iowa State University	Communication Studies Program	• Greenlee School of Journalism and Communication assumed administrative oversight of CMST
2005	Iowa State University	Program of Speech Communication Communication Studies Program	• SPCM linked to English Uniform Resource Locator (URL) • CLAS reappropriated CMST
2011	Iowa State University	Program of Speech Communication	• English assumed administrative oversight of SPCM
2013	Iowa State University	Communication Studies Program	• CMST external review conducted by Dr. Stanley Deetz
2014	Iowa State University	Department of English	• English (and SPCM) external review conducted by Drs. Joni Adamson, Alister Cumming, Ann Fisher-Wirth, William Keith, and Thomas Miller
2017	Iowa State University	Program of Speech Communication	• SPCM designated a major of English

Arthur MacMurray (AB, Kansas, 1896; MO, Ott School of Expression, Chicago, 1904) assumed the chairperson role after Newens (1908) stepped down to pursue a career outside of academia and served from 1910 to 1915 (Official Publication, 1914/15). MacMurray broadened the course offerings to include extemporaneous speech and debate. However, Fredrica Van Trice Shattuck[4] (BA, University of Wisconsin 1905) really shaped the early years of the Public Speaking department. Shattuck began work as an instructor at ISC shortly after the departmental title change in 1907 (Fredrica Van Trice Shattuck papers, 1913-1993) and earned full professor as well as a departmental appointment to the chairpersonship, serving in that role from 1916 to 1930. The Public Speaking department under Shattuck's leadership mushroomed—both in associated faculty ($N = 8$) as well as course offerings (beyond public speaking, extemporaneous speaking, and debate) to include other related forms of human interaction, such as persuasion and argumentation, storytelling, interpretive analysis, and play production (General Catalogue, 1930/31).

A Merger of Austerity: The English and Speech Department, 1940 – 1968

The 1930s were a difficult period for ISC, institutionally student enrollment decreased, the state reappropriated funding, hiring freezes of both permanent and contingent staff occurred, and extreme salary reduction measures were instituted (Ross, 1942). The Public Speaking department felt the impact of these constraints. Under the chairpersonship of Professor Guy Shepard Greene (PhD, Cornell University 1926) course offerings were reduced (General Catalog, 1938/39), Speech became the new title, and the English and Speech departments were "consolidated" as a reaction to the Great Depression (General Catalog, 1940/41, p. 340).

All of the Public Speaking faculty migrated with Greene to the remodeled joint department. Greene oversaw the merger of departments and assumed the chairperson role of English-Speech department until his untimely passing due to a heart attack in 1942 (Information Service, 1940).[5] After Greene, there would be only two subsequent chairpersons—Drs. Fred W. Lorch (1942–1959) and Albert L. Walker (1959–1973)—who would oversee English-Speech during the departmental union (Department of English records, 1870-2011).[6] During the joint title period, course descriptions were presented separately for English and Speech across course catalogues.

A Path to Departmental Rebirth and Collapse

Department Reconstitution, 1969 – 1974

A Speech department rematerialized in 1969 ("Regents approve four ISU department heads," 1969). The reconstitution of the Speech department took place as part of the "new humanism" initiative by the eleventh president of ISU—Dr. W. Robert Parks (1965–1986). President Parks advanced an institutional agenda expanding the role of the humanities and social sciences at the university (ISU, 2020). A major part of that initial agenda included separating departmental groups into their own disciplinary identities (Kehlenbeck, 1969). Therefore, the uncoupling of English-Speech is rightly attributed to President Parks and his previous experiences as a professor in a multifaceted department that included History, Government and Philosophy (Underhill, 1999).

The re-emergence of Speech across the ISU landscape looked very different than the department that merged with English in 1939. The faculty composition was much more

comprehensive, course offerings more complex and diverse, and oral communication competence was the primary linchpin. Thirteen tenured or tenure-track faculty members from the English-Speech formed the reconstituted department. Another 12 non-tenure track instructors rounded out the personnel associated with the department. These faculty members facilitated instruction across three different emphases: *rhetoric and public address*, *telecommunicative arts*, and *dramatic arts*. Additionally, a speech and hearing clinic was overseen by departmental faculty, and extracurricular activities included the Iowa State Debaters, Iowa State Players, and Radio Workshop (General Catalogue, 1971/73).

Departmental priority concentrated around undergraduate education, particularly "introductory courses designed for all students as part of their general education, as a complement to professional training" (General Catalogue, 1971/73, p. 481). Oral communication competency formed the bedrock and selling point for learners who pursued success in their college work as well as for the demands of personal, professional, and civic life (General Catalogue, 1971/73). The course catalogue (1971/73) outlined nearly fifty different undergraduate courses associated with the department. No true graduate courses were offered as part of the curriculum, only bridge courses to support a graduate minor credit in Speech for other areas of disciplinary study. The Speech department's undergraduate curricula largely functioned for the greater institution as gateway or complementary courses for other departments.

The department curriculum expanded to include communication disorders in 1973 (General Catalogue 1973/75), which joined interpersonal and rhetorical communication (formerly rhetoric and public address), telecommunicative arts, and theatre and dramatic arts as the four-part concentration under the department umbrella of Speech (Dearin, 2020). By the mid-1970s, the Speech department was a multi-focus department composed of four separate concentrations.

Chairperson Disequilibrium, 1975 – 1989

A departmental chairperson fulfills a significant and complex role for academic institutions (Rumsey, 2013). The role functions as a two-way conduit linking faculty and administration by sharing faculty concerns with administration and communicating administrative decisions to faculty (Gonaim, 2016). Simultaneously the chair is tasked with building collective functions among the faculty to complete necessary departmental work (Hecht, 2006).

The rebirth and new configuration of the department all occurred under the chairpersonship of W. Robert Underhill.[7] Prior to the reconstitution of Speech, Underhill coordinated Speech as the "professor in charge" for 10-years when English-Speech shared a departmental title (Faculty Information, 1982). Once Speech re-emerged as a separate department, Underhill was named the founding chairperson. Underhill's 15-year leadership of Speech (both under English-Speech and Speech) oversaw the separation and transition to an independent departmental unit with multiple concentrations, development and expansion of undergraduate course offerings, and curricular positioning within the larger institutional landscape. Underhill did not continue in the chairperson role after 1974 (it is unclear if he was not reappointed or would not accept reappointment).

Historically, it was during this same timeframe when introductory courses began morphing into multi-section courses as part of general education requirements (LeFebvre, 2017), which predicated that a departmental faculty member coordinate the first-year course (LeFebvre & LeFebvre, 2020). Due to this, Speech chairs have an additional, unique

responsibility to support the faculty member coordinating the introductory communication course[8] for the department. It has been argued that no other communication course has as much impact or is as influential to a department as the introductory communication course (Gehrke, 2016; NCA, 2012). Therefore, the incoming Speech department chairperson faced three major tasks: (1) communicate a unifying vision for the department, (2) provide direction to galvanize the faculty toward collective action for fulfilling that vision, and (3) identify and hire a faculty member to coordinate the introductory communication course.

Table 2. Speech / Speech Communication Department Chairpersons at Iowa State University

Years	Chairperson	Administrative Title	Disciplinary Background
1969 – 1974	W. Robert Underhill	Founding Chairperson	Speech
1974 – 1975	Ray Dearin	Acting Chairperson	Speech
1975 – 1977	Paul Nelson	Chairperson *(resigned)*	Speech
1977 – 1980	James Weaver	Chairperson	Speech
1980 – 1981	Linda Busby	Acting Chairperson	Telecommunications
1981 – 1983 1983 – 1986	Patrick Gouran	Interim Chairperson Chairperson *(resigned)*	Theatre
1986 – 1987 1987 – 1990	Claudia Hale	Interim Chairperson Chairperson *(resigned/left institution)*	Speech Communication
1990 – 1991	Wendy Harrod *	Interim Chairperson	Sociology
1991 – 1992	David Hirvela	Interim Chairperson *(passed away)*	Theatre
1992 – 1995	Mark Redmond	Chairperson	Speech Communication

An "**acting**" chairperson is usually someone who is working out of title, such as an associate professor or professor who is taking on the duties of a chairperson until a chairperson is found. An "**interim**" chairperson is someone who is working in title, but temporarily until a replacement is found.

 * Outside member of the Speech Communication department

Ray Dearin fulfilled the acting chairperson role for a calendar year beginning June 1974 and oversaw the search for a chairperson (Information Service, 1974). Paul E. Nelson from the University of Missouri was hired as chairperson with a three-year appointment ("New Chairman of the Department of Speech," 1975). Nelson subsequently hired Judy C. Pearson for the basic course director's position at ISU. Nelson and Pearson became romantically involved (subsequently marrying; Pearson, 2002). The Nelson-Pearson alliance appeared to cause systemic problems within the Speech department that lead to Nelson's resignation as chairperson due to "personal reasons" ("Nelson resigns ISU speech post," 1977). Within a few years thereafter Nelson and Pearson would depart ISU. Regardless, the reconstituted department never recovered from those events to find its footing.

The foundation of the Speech department destabilized, and divisiveness became the mainstay (Hale & Redmond, 1995). The chair position oscillated members without any type of real permanency to the position for nearly two decades. There would be one acting (Busby) and four interim chairpersons (Gouran, Hale, Harrod, Hirvela). Gouran (1983-86) and Hale (1987-90) received permanent appointments to be chairperson; however, both ended in resignation. Many of those who filled the role of chair had various disciplinary backgrounds (i.e., Sociology, Telecommunications, Theater), which made for understanding the importance

of the introductory public speaking course difficult (Dearin, 2020). Finally, Redmond (1992-1995) assumed the role as chairperson after Hirvela passed away and would be the last SPCM chairperson.

From Concentration to Paradigmatic Fragmentation, 1990 – 1995

Redmond, a year prior to accepting the appointment as chairperson, worked with a contingent of department faculty to have another concentration added to the curriculum, called "Communication Studies" (see Redmond & Waggoner, 1992a). The concentration focused on "contemporary human communication" (Redmond & Waggoner, 1992a, p. 7). Passage of this new concentration solidified a larger fragmentation within the SPCM department (department updated title, 1982). In 1989, the Telecommunicative Arts program left SPCM to combine with the Journalism and Mass Communication Program to become the Department of Journalism and Mass Communication (Telecommunicative Arts Program records, 1950-1990). Subsequently, 1992 saw the Theatre program join the Music department (Department of Speech Communication records, 1905-2008). The splintering and seceding of the departmental concentrations seeped into paradigmatic issues among SPCM faculty. The motivation for the "new concentration" proposed by Redmond and social science colleagues was to de-emphasize the introductory public speaking course and redefine SPCM as something more than a service department (see Redmond & Waggoner, 1992b).

Introductory public speaking course. SPCM's introductory course taught fundamentals of public speaking as it had done since 1939 (General Catalogue, 1939/40). The course was *not* a general education requirement but was required by several colleges and departments across the institution (Redmond & Waggoner, 1992a). Offered as a collection of self-contained course sections, public speaking enrolled between 20-22 undergraduate students for each section that were taught by an adjunct faculty. The majority of tenured and tenure-track faculty had a desire to teach other or upper-level communication courses (Hale & Redmond, 1995).

From an administrative and financial standpoint, offering a multi-section course via a large contingent of adjunct faculty was cost prohibitive (Hale & Redmond, 1995). SPCM struggled to develop alternative models to offer the course (despite requests from upper administration), and SPCM faculty refused to reduce the number of upper-level course offerings (Redmond & Waggoner, 1992). Furthermore, no graduate student program[9] existed to offset the cost for offering the course. Eventually, in 1993, SPCM converted to a lecture-laboratory model supplemented by graduate students recruited from various other departments across campus (Hale & Redmond, 1995). But it was too late—high demand for a sublet public speaking course would not save the SPCM department. However, delivering undergraduate instruction on a large scale at bargain basement prices, increasing student-contact-hours (SCH), and generating revenue was an opportunity in which the English department saw value (Hale & Redmond, 1995).

My Experience: Post-Department, 2013 – 2016

As the researcher, I was a complete member in the social world under study (i.e., Program of SPCM within the English department at ISU), and my group membership preceded the decision to conduct research on the group (Anderson, 2006). I acquired intimate familiarity through occupational participation within the academic institution. Due to this

affiliation, I act as an analytic and self-conscious participant via the introspection of the events in which I partook (Anderson et al., 2003). I ground my research in a dialogue with critical others to reach beyond my own experience. An in-depth interview was conducted with Dr. Ray Dearin (2020) who is the only living member of the Department of Speech / Speech Communication to be present for department re-creation (1969) through its dissolution (1995) to Program reallocation by the English department (2011). Findings from this interview provide a richer, more complete, and less self-absorbed perspective to make sense of the complexity involved to interpret the complicated realities that emerged post-department.

Autoethnography enables first-person narratives, self-observation and self-reflection of an author's experiences. Autoethnographies endeavor to provide meaning to reality by interpreting one's personal experiences and communicating them to a wider audience (see Pensoneau-Conway & Toyosaki, 2011). Autoethnography facilitates a deeper understanding of relationships between researchers and the organizational context in which they function(ed). As a method, autoethnography has evolved into a relatively established practice for studying organizations (Doloriert & Sambrook, 2012; Zawadzki & Jensen, 2020), and the academic institution is a decentralized organization built around specialization and departmentalization (Weingartner, 1996). Therefore, it makes sense that academic institutions of higher education have increasingly become subjects of autoethnographic accounts (McCann et al., 2020).

My reflexivity allows for a better understanding of myself, others in the context, and the social context itself. I and my actions form part of the history and, therefore, I am part of the story. It is through my narrative that the historical decisions of departmental forbearers— as outlined in earlier portions of this manuscript—are actualized as a way to see into and look back at my experience. My own feelings and experiences are incorporated into the story and considered essential data for understanding the social world being observed.

Acquisition. Absorption of SPCM was different from the 1939 merger when Speech and English shared a departmental title. SPCM now occupied a subordinate status and comprised a minority of faculty among English. Reduction from a department to program assumes a marginal status, loss of power, and exclusion from decision-making. Power is routinized and institutionalized in organizational discursive practices (Mumby & Stohl, 1991). These discursive practices shape reality and segregate positions for those who have power from those who do not. Positions provide power and privilege to those who occupy them (Gailliard et al., 2020). English assumed a powerbroker position over SPCM and its resources (faculty, introductory course, finances, etc.). This new SPCM program-English merger would be most accurately described as an acquisition.

An external review of the CMST program by Stanley Deetz—an accomplished Professor and Director of the Center for the Study of Conflict, Collaboration and Creative Governance and the Peace and Conflicts Studies Program occurred shortly prior to my tenure at ISU. The report was shared with me sometime after I began employment by one of my colleagues in CMST. Deetz observed the following:

> Many faculty members feel that there is little respect of [CMST] as a discipline. Most anyone is considered qualified to teach communication studies courses. This is discouraging and felt as disrespectful to a faculty with a disciplinary identity. (2013, p. 2)

The placement of Communication faculty within the English department was just as awkward as historically described by our disciplinary ancestors. Deetz suggested in the report that,

> A clear opening exists for a well-designed more focused … cross-disciplinary program or department. While the university has not favored this in the past, opportunities exist to move toward a department. First, the [CMST] program is already largely operating as a department. Second, if enrollment remains high or grows, the need for faculty and a clear faculty identity will increase. And third, the current "caretaker" arrangement is not likely to remain as the most cost effective way to offer a quality program of study and enhance a research active faculty.

A separate external review occurred of English a few months later. This review (2014) was comprised of five member review team: Joni Adamson, Alister Cumming, Ann Fisher-Wirth, William Keith, and Thomas Miller. The team reported similar findings:

> Another opportunity for strength is the Speech area. We recommend that the Department and college revisit [SPCM] (and [CMST]) arrangements. They lack coherence and rationale for the status quo, and no account of the history exists which would justify the current arrangements. (Adamson et al., 2014, p. 12)

The reviewers identified the tenuous administrative arrangement of SPCM within the English Department and called into question our treatment:

> Their palpable marginalization cannot help them achieve their promise, and prevents them from adding strengths to the Department in the way they should. We commend an excellent new hire for the public speaking course and are heartened by evidence of collaborations between that program and the writing center. We hope to see more connections through the envisioned ISU Comm Research Center. We worry that the pattern of marginalization of speech and communication studies hurts the level of clarity of standards and the provision of resources in these areas and complicates retention as well as the promotion and tenure issues for these faculty. (p. 12)

Both external reviews pinpointed a troubled structural alignment, littered with uncertainty and instability for Communication faculty. The introductory public speaking course was microcosm of these structural flaws. Moreover, the course was moribund when I assumed the coordinator role and operated as a multi-faceted funding resource for the English department.

Exploitation. An academic unit and its people reciprocally shape each other by what they do for one another (Bolman & Deal, 2017). The coordination of the public speaking course is no different—it is shaped fundamentally by the people who teach the undergraduate students enrolled in the course sections (LeFebvre et al., 2021). Undergraduate majors seeking a degree in English (BA or BS) at ISU are not required to complete the public speaking course (Catalogue, 2020/21). On the surface, this does not appear as an issue; however, the vast majority of graduate students funded by the department earn their degree at ISU, which is problematic for public speaking when housed under English. Moreover, selection of graduate students for appointment to public speaking was not a departmental priority. In contrast to other traditional areas included in the English department, SPCM was ranked at the bottom in the selection graduate student pool.

The English department's graduate program specializes (as it should) in the recruitment of undergraduate students to join either the Creative Writing, Literature,

Linguistics, or Technical Communication areas of study (see Figure 1). As with most graduate programs, teaching and research assistantships are available for "qualified students" (Catalogue, 2013/14, p. 513), which includes the SPCM program. However, this creates a two-fold problem for the public speaking course: (1) a perpetually unqualified graduate teaching assistant (GTA) cohort and (2) an absence of a content-orientated and task-based developmental curriculum.

Figure 1

English Department Graduate Study (2013-14)
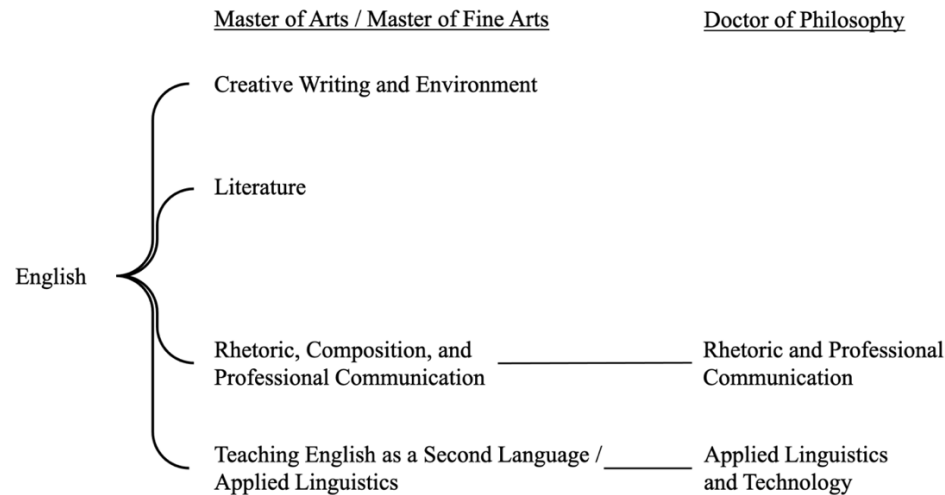
GTAs are relatively inexperienced teachers (Trank, 1989) and economically cost-efficient (Todd et al., 2020); nevertheless, GTAs fulfill an indispensable role as first exposure educators to the Communication discipline through the introductory public speaking course (Avery & Gray, 1993). A half-time employee (other half student) who usually facilitating two-thirds of the introductory course instruction for undergraduate student learners (LeFebvre & Allen, 2014). These same truths exist at ISU with one major exception—*all* GTAs are English graduate students who had more often than not *never* enrolled in a public speaking or introductory communication course. This fact magnifies the teaching inexperience and negates the Communication ambassador role.

According to Nyquist and Sprague (1998), new graduate teaching assistants (GTAs) are considered *senior learners*. At this entry stage, GTAs rely heavily on the course director for guidance, demonstrate a great deal of concern about students liking them, and provide more simplistic explanations to learners due to their limited knowledge (Meyers, 2012). The next stage is referred to as *colleagues-in-training*, GTAs desire greater autonomy, utilize more field-specific terminology, and focus on improving instructional processes. Finally, *junior colleagues* exhibit a clear understanding of technical terminology associated with the field, concentrate on educational/learning outcomes, and usually perceive faculty as collaborators. English graduate students assigned to public speaking entered at a stage below a senior learner and

progression to higher levels was nearly impossible. I brought the issue to the attention of my English superiors.

"It's a credibility gap for the course and institution" I stated and was asked to clarify. "The public speaking course lacks credibility because it is taught by English graduate students who have never taken the course themselves." I ask for a single guideline to be instated. "Please. The individuals assigned to teach public speaking must have completed an introductory communication course or some other equivalent course as an undergraduate student." Then I share a copy of the National Communication Association's Revised Resolution on the Role of Communication in General Education (2012). Both administrators took the document only to set it down without examination. In near unison, they state: "This is an English department. Anyone can teach the course." The quality of the public speaking course was not a priority, only a revenue stream to be exploited (i.e., expanded English GTA appointments, student contact hours, summer revenue, etc.). Public speaking provided a high impact course producing large net revenues for the English department (Goodwin et al., 2011)[10] and English administration did not understand or even respect the course (or the Communication faculty).

Failed reclamation. During my first academic year at ISU, I inquired the newly appointed SPCM program coordinator if there was interest in reunification with the CMST program to become a department. I was told, "You can bring it up, but we [SPCM faculty] will vote you down." A year and half later, after the program coordinator had interacted with the English department's administration leadership—the response was very different. I asked if he would be willing to attend a meeting with colleagues from the CMST program, Psychology Department Chair (oversaw CMST program), and me to chat about reunification with the long-term goal to become a department. He agreed.

An email from a month or so earlier had helped to open up lines of communication between programs. The Higher Learning Commission mandated that instructors teaching at community colleges or in dual enrollment settings had to increase the number of graduate hours in their teaching discipline from 12-hours to 18-hours. Previously the standard was that an instructor need only have a master's degree in the area of instruction or a master's degree in any area plus additional 12-graduate hours for a specific discipline. This change took full effect 2017. Consequently, several full-time adjunct and dual enrollment instructors would be unqualified to teach communication. Geographically ISU was the best option for the central part of the state; however, no Communication graduate courses existed as part of the English curriculum. Both SPCM and CMST programs were asked to offer graduate-level courses (online or face-to-face) to fill this need. The English department demonstrated indifference. This was an opportunity that could galvanize a new alliance to lay the groundwork for a department.

Associate deans in CLAS were open to the proposition of reuniting SPCM, CMST, and the Leadership Program (D. Vogel, personal communication, March 2, 2016). A shared document entitled, "The Prenup: Defining Terms and Conditions of the Union Between SPCM and CMST" outlined a (1) shared vision statement, (2) rationale for how our merger would benefit students, and (3) provided an explanation for why Communication faculty would merge the programs. The vision clearly articulated broader benefits for learners focused on learning communication for professional, civic, and relational practices; provide a robust foundation for those who elect to pursue graduate/professional school; and enrich their cognitions about communication. The final section of the document, entitled, "IF WE CAN'T BE A DEPARTMENT, WHY BOTHER?" read:

The message about a Communication department seems to be 'not right now' as opposed to 'not ever.' To that end, moving forward with collaboration between CMST and SPCM only strengthens our case for the time when the College is ready to say, "Ok, now." We can act our way into being. Additionally, as we're talking, the idea of a communication and leadership major becomes more and more appealing to us as faculty members, and we suspect, will be appealing to students.

Once the English chairperson was informed of the ongoing conversations between Communication faculty the momentum for the movement was quashed. I was not provided a clear rationale as to why but a singular issue emerged for the nullification of the reunification—the introductory public speaking course. The student contact hours (SCH), revenue generated, and placement/funding of English graduate students had higher value to administration than a Communication department.

Future Imperfect

Our Communication departments are "held together not by paradigmatic coherence, but by tenuous administrative arrangements" (Craig, 1999, p. 603), and our discipline is "conspicuously noncohesive" (Bochner & Eisenberg, 1985, p. 312). There resides a natural absence of interrelatedness between humanistic (rhetorical) and social scientific (communication) areas. Nevertheless, the connectedness of these seemingly divergent interdisciplinary fields is politically advantageous because departments will have numbers (i.e., a larger faculty) and "bigger" is better from an administrative viewpoint—less financial cost (Mader et al., 1985). However, Communication faculty attempting to find centrality will quickly become discouraged and may find solace in fragmentation as the SPCM department did at ISU. The problem with paradigmatic micro-segmentation is that it ignores commonalities (Swanson, 1993), discourages dialogue (Bagwell, 1952), and leads to the alienation and isolation of Communication scholars (Wiemann et al., 1988). The outcome is that the core domain decomposes as subfields are more narrowly defined. A secondary issue is the erosion of a majority faculty. The politics of academic life are such that it is better to be larger than to be smaller (Mader et al., 1985) because a subdivided faculty has little leverage and no future. SPCM faculty fractionation created internal stress, discord, and fatally damaged the department's future. The aforementioned statement is especially true when the discipline is not firmly committed to providing instruction in communication skills (Friedrich, 1985). From my experience in higher education, it is easier to maintain an academic unit then it is to recreate one.

When a Communication department relinquishes oversight of the introductory course to those outside our discipline the (a) course significantly diminishes in value and (b) the department no longer controls its own fate. For example, when reflecting upon the importance of the introductory course with a rhetorical disciplinary colleague we found a number of tenants emerged (B. Ott, personal communication, August 2021). I offer those agreed upon tenants here for Communication faculty. Whatever your paradigmatic perspective, I urge Communication departments to find common ground around these six foundational tenants related to introductory communication course:

1. **The introductory communication course generates significant semester credit hours (SCH) for the department, college, and university**. The financial foundation

for Communication departments are tethered to the generation of SCH within the university, which in turn is linked to departmental financial stability. This statement is especially true if the introductory course is a general education requirement at the institution. The course provides an important service component for institutions and an essential revenue stream for Communication departments.

2. **The introductory communication course directly serves the public affairs mission of universities.** Many institutions of higher education missions espouse leadership, ethics, cultural competence, and community engagement. Each of these mission pillars are only attainable with effective training in communication generally and training in public speaking in particular. Public speaking training adds value to future leaders and problem-solvers, and cultural competence and community engagement are not possible without it. The public speaking course is a concept-based learning course. The primary purpose of the course is to help learners develop transferable communication skills and knowledge for a variety of situations to enact meaning-making with others. These skills and knowledge taught in the introductory course transcend disciplinary boundaries.

3. **The introductory communication course is the "front porch" of Communication.** Beebe referred to the introductory course as the "front porch" to the communication discipline, and suggested the course is where the discipline of communication welcomes others—students, faculty from outside the discipline, and administrators. The metaphor of a front porch has been used to situate the importance of the course. However, the architectural intent of the front porch also draws our attention to the appearance of the house from the outside. Therefore, the front porch functions as an intermediary, is a place to see and be seen by other people (see LeFebvre & LeFebvre, 2020).

4. **The introductory communication course uniquely prepares students for work and life.** Virtually every survey of employers identifies "communication" as the single most desirable skill set. This is true across *all* occupations. As the only communication course completed by a majority of undergraduate students across the U.S., the introductory course offers exposure to the transactional nature of meaning-making as well as a set of communicative tools in the human quest for greater understanding of ourselves and others. This has never been more important than in the global networked world of the 21st century.

5. **The introductory communication course is critical to the effective training of graduate students.** Training of Communication graduate students demands a competent, appropriately credentialed expert in communication education and pedagogy. The introductory course coordinator role fulfills an imperative role for Communication departments. Such a role should be recognized, appropriately compensated, and supported by faculty and the chairperson.

6. **The introductory communication course is the primary way Communication recruits undergraduate majors and minors.** Unlike many other disciplines, whose students declare as majors upon entering college, Communication majors often "discover" Communication along their collegiate journey. This discovery—more often

than not—occurs while enrolled in the introductory course. Therefore, a positive and engaging learning experience in the introductory course provides a gateway to recruit future scholars and educators of our discipline.

Epilogue

Often autoethnographies communicate emancipatory ambitions that analyze experiences involving resistance toward power structures or authority (Jones & Pruyn, 2018). These pursuits work to empower the researcher and readers to enact social change (Kincheloe & McLaren, 2005). Initially when I arrived at ISU, a colleague from the CMST program shared the Hale and Redmond (1995) article with me (see Figure 2). On the front of the manuscript the year 1995 was circled with an arrow that led to a note inscribed to me. The note read, "Almost 20-years ago—how would you write the next chapter(s)?" I am no longer a co-author in the ISU story—only a character that had a brief appearance. The next chapter in the ISU story will be written by those who follow. My sincerest hope is that this ISU narrative will be continued by others in the future. And I am hopeful there is a future where a Communication department will exist once again at ISU. A Communication department supported by an introductory communication course and coordinated as well as instructed by those educated in the Communication discipline. However, the reality is that academic life offers elusive truths (Knapp & Earnest, 2000) and few joyous endings. It's winter for Communication at ISU, the weather is dismal and dark—nearly black, administrative doors are closed and quills the only comfort.

Figure 2

A Note to Inspire Change
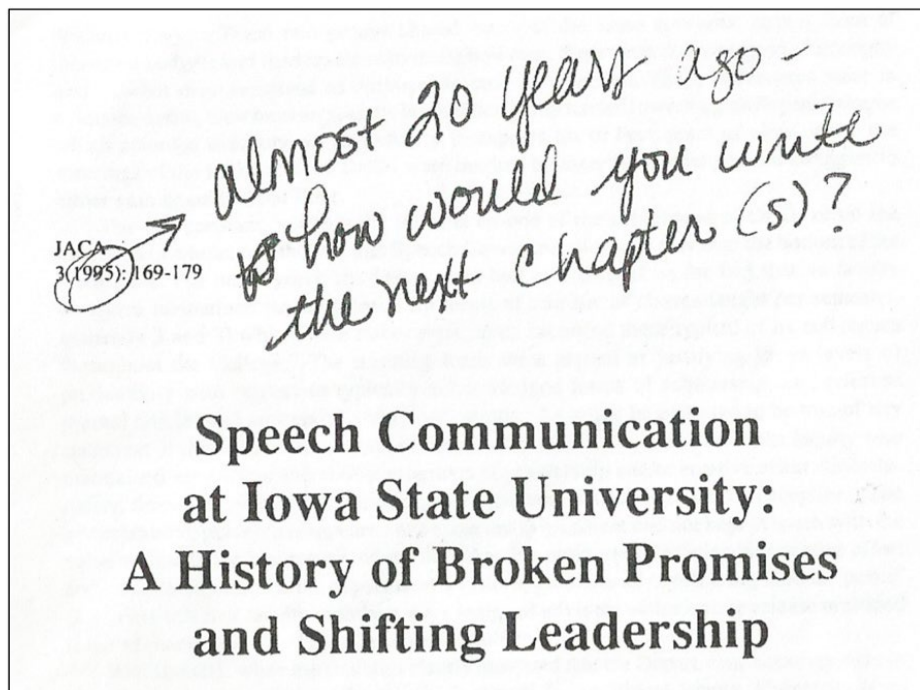
Note A Communication Studies Program colleague's handwritten note to me when sharing an article about the dissolution of the Speech Communication department.

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Footnotes

[1] The title's origin is derived from a publication in the *Journal of the Association for Communication Administration* by Hale and Redmond (1995) entitled, "Speech Communication at Iowa State University: A history of broken promises and shifting leadership."

[2] All messages included in the manuscript were sent via university owned accounts and thus not private, which can be solicited by anyone through the Freedom of Information Act. In addition, according to the University of Kentucky Institutional Review Board for the Office of Research Integrity no IRB approval was required to conduct this research.

[3] By the mid-1990s, the term "Communication" had replaced "Speech" as the moniker for the discipline (see Sproule, 2008). For this manuscript, I acknowledge that different nomenclatures have been utilized to label the discipline since its inception—e.g., Public Speaking, Speech, Speech Communication, Communication Studies, Communication. With that in mind, these terms—speech or speech communication or communication studies or communication—will be used interchangeably.

[4] Fredrica Van Trice Shattuck served 14 years as departmental chairperson. She was the longest serving chairperson in the history of the Public Speaking / Speech / Speech Communication department at Iowa State University.

[5] Greene appeared to be a rising star in the NATS (formally NAATPS) due to a research manuscript entitled, "The Correlation between Skill in Performance and Knowledge of Principles in Speech-Making." He had lengthy correspondences via letters between himself, Alan H. Monroe and R. L. Cortright. Greene wrote in a letter to Cortright after renewing his membership to the NATS that "since assuming my present position [chairperson of English-Speech], I have felt some obligation to take out memberships in other national organizations that have to do specifically with English as distinguished from speech" ("Guy S. Greene," 1940).

[6] Lorch and Walker archival collections did not contain information about the English and Speech department relations. However, Lorch was a member of the Speech Association of America (Frederick William Lorch papers, 1857-1967).

[7] William Robert Underhill was born in Indiana, went through elementary and high schools in that state, and received his bachelor's degree in English from Manchester College. He was an Air Corps officer in both World War II and the Korean War and earned his MS and PhD from Northwestern University in Evanston, Illinois. After a brief stint of teaching at Northwestern, he accepted a position at Iowa State University (1947-1987). He was the founding department chairperson for the Speech department upon its restoration and filled that role for five years. Dr. Underhill describes himself as a professor emeritus (1985) of English and Speech. However, he is only recognized as being associated with the English department by the Office of the Senior Vice President and Provost. In fact, all Public Speaking / Speech / Speech Communication emeritus faculty are listed as English on the Office of the Senior Vice President and Provost webpage (see https://www.provost.iastate.edu/faculty-and-staff-resources/hiring/emeritus).

[8] Historically referred to as the basic course or basic communication course (see LeFebvre & LeFebvre, 2020).

[9] In my interview with Dearin (2020), he described that Speech Communication attempted twice to secure a master's graduate program: "I think at least twice, we got to the mountain top and could not quite go over? For some reason, the President was not able to send the proposal to the Board of Regents, or it wasn't a priority. And so, we fell back downhill... At the end, we ran into inter-institutional rivalries at the regent's level. University

of Iowa—there long established, prestigious program. And then you've got what the Regents think of as a science and technology school. Trying to get a Speech or Communication masters and it just could never get to the support that it needed. That would have been a major accomplishment." (20:53-22:07)

[10] The Public Speaking sections course contributed nearly $80,000 to the English department budget, whereas introductory courses in English contributed only $56,000. None of these funds were returned to the Speech Communication program or the public speaking course.

Appendix A:

To further ensure the validity of these findings, I conducted a member check. Member checks ask stakeholders to review results to verify their interpretation and perceived accuracy (Lincoln & Guba, 1985). Member checkers included the only living member of the Department of Speech / Speech Communication to be present for department re-creation (1969) through its dissolution (1995) to Program reallocation by the English department (2011) at Iowa State University. I invited Dr. Ray Dearin (member checker) to offer feedback as an opportunity to correct errors, identify misinterpretations, or challenge current representations. This verification aided to add greater legitimacy to the experiences documented in this manuscript. Here is Dr. Dearin's member check response:

Re: Manuscript | SPCM @ ISU

Dearin, Ray D [ENGL] <rdearin@ia...   Tuesday, November 9, 2021 at 2:39 PM
To: Lefebvre, Luke A.

CAUTION: External Sender

Luke,

I have read your manuscript very carefully. It is a painstakingly researched, thoroughly documented, and meticulously written report. I learned many things I didn't know about the early history of the program at Iowa State. "Freddie" Shattuck was a legend when I arrived in 1965, and I didn't know of her husband's earlier work. I have found no inaccuracies at all in your work, and I especially commend you for your "autoethnographic" account of your experience at ISU after I retired.

Your account is--or should be-- a cautionary tale for communication faculties and administrative leaders throughout the country. I hope you will give it wide dissemination and bring it to the attention of the relevant faculty members and administrators here in Ames. ▓▓▓▓▓ in particular, would read it with great care, I'm sure.

Please keep me apprised of your manuscript's future and its possible outlets.

Also please keep me informed of your own scholarly work and career developments.

All the best,

Ray

A Social Media Strategy for an Academic Department

Stephanie Buermann[1]
Heidi Everett[2]
R. Jeffrey Ringer[3]
Traci Anderson[4]
Alex Davenport[5]
Eddah Mutua[6]

This essay describes the process one communication studies department used to develop a social media strategy. That process involved identifying the audiences to be reached, establishing goals and objectives, conducting an audit to identify possible message posts, and selecting posts to reach our goals and objectives. The resulting strategy involves posting messages two to three times per week targeted toward specific audiences and reflecting twelve objectives. A calendar was created to guide the posts. Future research will assess the effectiveness of the strategy.

As post-secondary enrollment continues to decline across the country, universities are paying more attention to recruitment and retention of students. Although admissions and communications offices have traditionally been responsible for these efforts, department chairs and faculty are also asked to contribute to them. Having been encouraged by our administration to develop a department Facebook page, we set out to determine not only how to create such a page but what our overall social media strategy should be. This essay describes our journey to develop a social media strategy beginning with a Facebook page. In the paragraphs below we describe the audiences we wanted to reach, the goals and objectives we created, the audit we performed to identify a universe of possible message posts, and the resulting social media strategy.

Research by the National Student Clearinghouse Research Center (2021) shows that between 2018 and 2021 public two and four-year higher education institutions across the country have experienced a reduction in enrollment in each of those years. In Minnesota, the declines have been among the highest. After years of continuing decline, the Minnesota state system lost 20,000 students between 2019 and 2021 (Faircloth, 2021). Furthermore, projections of high school graduates in Minnesota suggest that there will be a slight increase in the number of students graduating from high school between 2021 and 2025 but that number is expected to decrease significantly between 2025 through 2032. (Office of Higher Education Minnesota, 2021). Thus, there will be fewer eligible students to recruit. These declines put stress on institutional budgets and in turn, administrations are under pressure to recruit and retain more students.

One might generally consider recruitment to be a function of admissions and communications offices but with the added pressures of enrollment declines, other players are expected to do the work as well. As one vice president for academic affairs said "it takes a campus to recruit" (Higher Education Marketing, 2016, para. 2). An assistant professor of

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[1] Eyecon Graphics
[2] St. Cloud State University
[3] St. Cloud State University
[4] St. Cloud State University
[5] St. Cloud State University
[6] St. Cloud State University

biology noted that although there is an element of recruitment and retention in all student/faculty interaction, there is now an increased interest in it. "Now, more than ever, administrations are leaning on faculty to assist in those efforts" (Drawdy, 2017, para. 2). One university president said it will take cross-departmental cooperation to be successful in recruitment (Higher Education Marketing, 2016). As part of that cooperation, department chairs are sometimes specifically asked to help recruit and retain students. Articles such as *10 Student Recruitment Tips for Department Chairs* (Kelly, 2014) and *Strategies for Recruiting Students to the Humanities* (Muir & Oliver, 2021) demonstrate this cross-departmental approach.

Research is just beginning to examine the use of social media by universities. One study examined how top-ranked universities used social media and found four categories of strategies: strengthening the institution's image, providing educational services, explaining research and expected activity, and informing about events (Figueira, 2018). Another study examined student engagement with university Facebook sites. They found three student engagement patterns: posting, commenting and engaging in discussions. They also identified five factors that influence engagement with the site. They are: (a) the administrator's contribution, (b) the members' contributions, (c) group usage, (d) information seeking, and (e) members interest and engagement (Assimakopoulos, et al. 2017). While these studies help us understand how social media sites operate and provide some broad general insight into strategies that could be used, they do not provide guidance on specific questions such as types of posts and concrete objectives that could be sought. In addition, they were all conducted on university-wide sites. How would a department level site be different from a university-wide site? How would an academic department shape its presence on social media? Who would our audience be? Where would we reach them? What would we post? What would we hope would be the result?

To answer these questions and to support our administration's efforts to bring new students to the university, we decided to develop a social media strategy for a Facebook page for our communication studies department. We started with Facebook because we had a Facebook page already set up, although use of it was rare; as other social media sites emerge as having staying power and appeal to our audiences, those could be considered as well.

To develop our strategy we did a number of things. First, we identified the audiences with whom we wanted to enhance our relationship. Second, we developed objectives that we wanted to reach for each audience. Third, we identified types of posts we could make to our Facebook page to help achieve our goals and objectives. Fourth, we created a calendar that lays out a consistent, meaningful plan for when posts are to be made to reach all of our goals and objectives.

Audience

Social media outlets can reach many audiences. According to Statista.com (2021), Facebook was the first social network to surpass one billion registered accounts and currently sits at more than 2.74 billion monthly active users. The company currently also owns four of the biggest social media platforms in the world, all with over one billion monthly active users each: Facebook, WhatsApp, Facebook Messenger, and Instagram. In the fourth quarter of 2020, Facebook reported over 3.3 billion monthly core family product users. Those numbers represent staggering audience potential. Thus, Facebook is a good place to start our strategy.

To be most effective we identified the most important target audiences we wanted to reach via the platform and then shaped our strategy around them. Our goal was to enhance our relationship with potential new students, currently enrolled students, and former students.

Our potential student audience includes high school students considering a higher education, adults considering returning to the university for further education or to complete an unfinished degree, and students currently enrolled at the university who have not yet chosen a major or minor or who might want to change programs or who need to fulfill general education requirements. Our currently enrolled student audience includes students who have already declared Communication Studies as either their major or minor and/or are pursuing a certificate. Former students are alumni of the university who have graduated with a major, minor, or certificate in Communication Studies.

Goals and Objectives

Our goals are to enhance our relationship with each of our target audiences. To reach those goals we created these specific objectives.

Potential Student Objectives

1. Recruit new students by arousing interest in our programs.

2. Recruit new students by highlighting the value of CMST offerings to other currently enrolled students.

3. Recruit new students to CMST general education courses.

Current Student Objectives

1. Inform students about timely, relevant class and program information.

2. Remain engaged with students currently enrolled in CMST classes.

3. Increase sense of belonging to our department and university in our students.

4. Help students find jobs and internships.

5. Teach students about non-western perspectives on communication.

6. Create a culture in the department that welcomes international and marginalized students.

Former Student Objectives

1. Remain engaged with CMST alumni.

2. Increase sense of pride in our alumni.

3. Encourage donations from alumni.

Posts

Our next step was to identify the universe of possible messages that could be posted to Facebook for an academic department. This was accomplished with an audit of the Facebook pages of departments and programs at our university and others following suggestions by Tuten and Solomon (2018) in *Social Media Marketing*.

We found twenty-one active Facebook pages representing one college, four schools, twelve academic departments, three programs (academic areas within a department), and one student club. The audit involved reviewing each of these twenty-one Facebook pages and recording the types of messages posted. Once the review was completed, the resulting types of messages were grouped into sixteen categories. The categories are presented in Table 1 below with representative messages.

Once we identified the types of messages that could be posted to a Facebook page for an academic department, we needed to link the messages to specific goals and objectives. We reviewed the types of messages and designated which types of messages would help achieve our objectives for the identified audiences. Table 2 displays message posts by objective and audience.

Lastly, we created a calendar that would guide our posting frequency and schedule. We found from our audit that two or three posts per week seemed to be effective in keeping audiences engaged with an academic page. Thus, our calendar identifies two messages to be posted each week during a given semester. A third message can be posted as the need arises. Here is a sample of two months from the calendar to demonstrate what it is like.

April

Week 1 Post 1: "What does CMST look like in other countries?"

     Post 2: Repost from other university account (career center, food pantry, etc.)

Week 2 Post 1: Announcement about commencement activities

     Post 2: Throwback Thursday (vintage photo from archives)

Week 3 Post 1: Alumni Spotlight

     Post 2: Job/internship announcement (if available)

Week 4 Post 1: Types of jobs CMST majors can get

     Post 2: Throwback Thursday

May

Week 1 Post 1: "What does CMST look like in other countries?

     Post 2: Highlight of successful student project from semester

Week 2   Post 1: Repost from other university account

              Post 2: Congratulatory messages and photos for commencement

Week 3   Post 1: Alumni spotlight

              Post 2: Throwback Thursday

Week 4   Post 1: Job announcement

              Post 4: Report on successful internship completion

Thus, our social media strategy is to post 2 to 3 messages per week to enhance our relationships with potential new students, currently enrolled students, and alumni and to achieve specific objectives for each of those audiences. Ideally, our posts would reflect all twelve objectives and they would follow our proposed calendar. We recognize, though, that there will not always be content available for each objective on the date specified on the calendar. Further, posting requires staff time, which is limited. Thus, we have decided that for the initial implementation of our plan we will post when content is available and do our best to meet as many of the goals and objectives as we can.

We have created a team that is responsible for the posting. It consists of an office administrator, a student worker, several faculty, and a student intern when available. Each member posts when they have relevant content with the student worker and office administrator sharing most of the responsibility for implementation. Our plan is to continue with the strategy and after a period of one year, complete an analysis of its effectiveness. Tabulating people reached, engagement, number of comments, and other metrics available through Facebook analytics will be used to assess effectiveness.

The process of developing this strategy has been useful. We had a Facebook page for a number of years but were uncertain how to use it. We posted only sporadically and haphazardly. It wasn't clear how a page for a professional organization should or could be different from a personal page. But by conducting an audit and reviewing the content posted by other comparable units of the university, we were able to identify a set of academically relevant messages that would meet departmental goals and objectives for a variety of audiences and create a calendar that will motivate us to post regularly.

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