

Editor's Note

The first issue of Volume 34 offers a wealth of insights for administrators and program directors. The first two articles focus on macro-level issues relevant to the program and major. Rod Troester and Molly Wertheimer offer insights from department chairs who address challenges at the departmental level emerging from blended departments—units hosting professional and liberal arts approaches to communication. Nichole Egbert, Joy L. Daggs, and Phillip R. Reed address student perceptions of the communication major, identifying popular “myths” about the major and suggestions for correcting misperceptions. The next two articles address course level issues. Ronald Grapsy provides course level data, exploring the connection between public speaking and graduation rates, focusing specifically on public speaking anxiety, and Garnet Butchart and Margaret Mullan offer insights about assessment drawn from philosophy of communication, highlighting the embodied and embedded nature of communicative performance as a key to learning.

Many thanks to all whose contributions brought this issue to print—those whose work constitutes the substance of this issue, reviewers who provided thoughtful insights, and editorial assistant Matt Mancino, whose able assistance makes the work light.