

**2011 Central States Communication Association  
Program Planner Packet**

**“Home”**

Hyatt Regency Milwaukee, Milwaukee, Wisconsin  
April 5-10, 2011

## “Home”

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*“My home is not a place, it is people.”*

--Lois McMaster Bujold

I consider--and always have considered--CSCA to be my academic home. Since joining CSCA in 1992, I have looked forward to attending the annual convention which has provided me with many personal and professional opportunities I might not otherwise have been afforded. In a sense, CSCA has served as the place where I have grown from an awkward, struggling scholar naïve to the ways of the academic world to a middle aged adult who has benefited from the advice, support, and encouragement offered selflessly and frequently from his peers. Along the way, I have found my voice as a scholar, been mentored from members whose primary goal was to make me a better academic citizen, and considered perspectives with which I was unfamiliar or otherwise had not considered. More importantly, I have learned to not take myself so seriously by recognizing that without the development of peer relationships, the academic world truly can be a lonely place.

With this sentiment in mind, my theme for the 2011 convention is “Home.” As you begin to think about next year’s convention, I encourage you to take a moment and reflect on what it means to be a member of CSCA, our academic home. Consider how CSCA has served as a place for you to gather with others to learn, share, influence, disagree, challenge, motivate, and captivate. Consider how CSCA has cultivated your growth as a scholar, as a teacher, and as a person. Consider how CSCA has facilitated your development of new relationships and your renewal of old friendships. Consider how CSCA has contributed to your socialization as a member of the academy. Consider how CSCA has influenced the ways in which you welcome newcomers to the world of academe. But most of all, consider how CSCA is not a place, but is people.

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**DEADLINE FOR SUBMISSIONS IS OCTOBER 6, 2011**

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### **Technology Policy**

CSCA will attempt to provide multimedia projectors and speakers based on financial considerations to all presenters who request them at the time of the program submission.

CSCA is unable to approve requests for equipment such as personal computers, laser printers, satellite links, teleconference equipment, DVD/VHS players, or Internet access. CSCA members or individuals attending the convention either may elect to rent such equipment from the convention hotel at their own personal expense or may bring their own equipment, unless prohibited by the convention hotel. (Please check beforehand with the Executive Director about the convention hotel policy). If individuals provide their own equipment, the hotel may elect not to help if service is needed. If the hotel does help and assesses a fee, the individual requesting help is responsible for all charges.

Any technology request made by CSCA participants at the convention that was not requested at the time of the program submission can not be charged to CSCA.

## Important Dates

**April 17, 2010:** Program Planners meeting (Program #3414) from 12:30-1:45 p.m. in Salon M.

**April 18, 2010:** Deadline to submit the Unit Leadership Form. Please give to Scott before leaving the conference.

**May 4, 2010:** Deadline for any final revisions to your Unit Call for 2011. In the final version of your unit call, please indicate if your unit intends to recognize top papers and, if so, to reward them with cash awards. Please also mention any panel formats that your unit would like to encourage. Send the Unit call to CSCA2011@mail.wvu.edu.

**May 15, 2010:** Complete call for submissions will be posted on the CSCA website around this date. The entire call will be forwarded to all unit planners as well as all of our membership in some format (electronically and/or newsletter). However, we want to spread the word beyond individuals who usually come to our conference. After receiving the call, please forward it to colleagues at your own and other institutions.

**May 15, 2010:** If you have ideas for co-sponsored panels, please touch base with other unit program planners and/or with Scott. Also, if you would like to suggest conference-wide programs, speakers, or entertainment, please send those suggestions to me as soon as possible so that I can begin to work on them in advance.

**August 25, 2010:** Send a reminder e-mail to all of your unit members, encouraging participation by submitting a competitive paper submission and/or collaborating with others to create an exciting and innovative panel for the 2011 convention.

**September 1, 2010:** Follow up with other unit program planners about ideas for co-sponsored programs.

**September 8, 2010:** Send another reminder that only a month remains for submitting panels or papers. Urge individuals to contact you with their panel ideas and offer your help (sometimes, people don't follow through on panels because they don't know how to get started, or it seems overwhelming to ask others to participate). If you invite their ideas, you could work with them on developing them.

**September 8, 2010:** Send an e-mail to individuals who volunteered to review. Please verify that they still remain interested in and available to review for your unit. Please share the upcoming deadlines to be sure that this task fits in their schedules. If not, it's best to find out now so that you can have time to find other people to help.

**September 22, 2010:** Send one final reminder to your unit members, reminding them about the rapidly approaching deadline. Again, offer your help in fine-tuning panel ideas.

**September 22, 2010:** Finalize co-sponsored panels so that you know how many slots that you have available for competitive papers and panels.

**September 22, 2010:** Finalize forms and letters that you're going to use in the review process so that you're ready for October 6.

**September 29, 2010:** Send an e-mail to individuals who volunteered to serve as chairs, respondents, or facilitators for your unit. Ask if they would still be willing and able to serve in those capacities so that you have those lists available when you're ready to put your panels together.

**October 6, 2010:** Receive submissions for competitive papers and panels. Prepare those items for blind review and then send them to reviewers.

**October 8, 2010:** Send all items for review by this date.

**October 9, 2010:** Follow up with reviewers to confirm receipt of submission materials. Emphasize the deadline for returning reviews.

**October 20, 2010:** Send a reminder to reviewers about the approaching deadline.

**October 27, 2010:** Set this date as the deadline for receiving feedback from reviewers. If anyone fails to send input by October 27, send a gentle reminder and continue to press him/her until s/he sends it.

**October 27 – November 10, 2010:** Put programs together. If you have any questions or concerns (or would just like to bounce ideas off of someone), e-mail Scott.

**November 10, 2010:** On or before this date, please submit (1) all Panel Proposal Request Forms and (2) the Rank-Ordered List of Programs Form. These forms will be available on the CSCA website on or around October 6, 2010.

Around this time, Stephanie and Sydney will be contacting you about your unit's business meeting, any members you wish to acknowledge in the program, and refreshments and awards.

**December 8, 2010:** Unit program proofs sent to planners by Scott on or before this date.

**December 9, 2010:** Please send e-mails to all potential contributors on or before this date to either congratulate them on the acceptance of their respective submissions or to regretfully share that it has not been accepted. Please let them know that they will receive further information about conference program, registration and hotel arrangements by e-mail in January.

**December 9, 2010:** Please send e-mails to all chairs, respondents, facilitators, and invited participants to let them know that they will be on the program and that they will receive additional information about the conference program, registration, and hotel arrangements by e-mail in January. Please be sure to send electronic version of papers to panel respondents so that they have them on hand.

**December 17, 2010:** Please send proof-read program for unit to Scott on or before this date. Please specify any typographical errors or problems in the scheduling that we should address in the final version of the program.

**January 15, 2011:** On or before this date, the conference program will be available on the CSCA website. Kathie Cesa will send an e-mail to all participants to let them know about the need to pre-register for the conference and to share details about hotel arrangements. At this time, conference attendees will be able to learn when and where they will be presenting (and to read about all of the exciting events that will be occurring at our conference).

**February 1, 2011:** Please e-mail all participants for your unit and remind them to (1) pre-register for the conference and (2) make hotel arrangements.

## Planning Checklist

- Submit Unit Leadership Form prior to departing Cincinnati.
- Submit final changes to Unit Call by May 4, 2010.
- Touch base with other unit leaders about co-sponsoring panels on or before May 15, 2010.
- Send reminder e-mail to unit members to encourage participation on or before August 25, 2010.
- Follow up with other unit leaders about co-sponsored panels on or before September 1, 2010.
- Send reminder e-mail to encourage submissions on or before September 8, 2010.
- E-mail reviewer volunteers to make sure that they are still able to help on or before September 8, 2010.
- Finalize co-sponsored panels on or before September 22, 2010.
- Finalize any forms or letters that you plan to use for the review process on or before September 22, 2010.
- Send an e-mail to people who volunteered to serve as chairs, respondents, or facilitators at your business meeting. Confirm that they are still willing to serve on or before September 29, 2010.
- Check your email regularly for submissions. Be prepared to receive lots of e-mails with submission attachments on October 6, 2010.
- Send all submissions for review on or before October 8, 2010.
- Follow up with reviewers to make sure that they received all of their assigned submissions on or before October 9, 2010.
- Receive feedback from reviewers on or before October 27, 2010.
- Send the Panel Proposal Request Forms and the Rank-Ordered List of Programs Form to Scott on or before November 10, 2010. Make sure to confirm the correct spelling of each person's name and affiliation. Remember to respond to Stephanie and Sydney's e-mails regarding your unit's business meeting, any members you wish to acknowledge in the program, and refreshments and awards.
- Send decision message to all potential contributors to let them know about the outcome of the review process on or after December 9, 2010.

- Send e-mails to all chairs, respondents, facilitators, and invited participants to let them know that they will be on the program on or after December 9, 2010.
- Send papers to panel respondents so that they definitely have manuscripts to review for the conference on or after December 9, 2010.
- Return corrected program proof to Scott on or before December 17, 2010.
- Remind participants to pre-register for the conference on or before February 1, 2011.
- Please check with Executive Director Nancy Brule ([csc.nbrule@gmail.com](mailto:csc.nbrule@gmail.com)) to confirm food order for business meeting, if any, on or before February 1, 2011.

## Program Format Possibilities

**Competitive Paper Panel:** Scholars work really hard on their research and they should be allowed to present it. However, all of us can benefit from building in time for all participants (including audience members) to share ideas, ask questions, and discuss connections (either between people or ideas).

**Roundtable Discussion:** This format would work well as a co-sponsored session, especially if the co-sponsors select presenters from diverse perspectives, but it doesn't have to be. Choose four or five individuals with unique viewpoints and invite them to briefly share their views on a topic (such as a social issue, communication challenge, professional concern, or ethical issue). A facilitator should keep a careful eye on the clock to allow ample time for discussion and dialogue among all participants, including "audience members."

**Debate:** A good, old-fashioned debate between two animated debaters (or two teams of debaters) could be fun, compelling, and intellectually-rewarding. This format could also function effectively as a co-sponsored event, and we could foster additional discussion by empowering the "audience" to discuss the merits of different perspectives after the closing arguments. This type of panel could also involve a town hall meeting.

**Spotlight on Collaboration:** If your planning unit agrees that a particular topic, issue, or concern merits discussion or could generate ideas for collaborative research, consider proposing a "Spotlight on Collaboration," a panel slot devoted to conversation on that particular area. Unlike the Roundtable Discussion, this panel would not necessarily begin with the "experts." Instead, guided by a facilitator, participants would gather to converse about the given topic. Notably, this session could include sharing perspectives on a common teaching or service matter, examining/sharing data, discussing possible collaborative research projects, and/or brainstorming about ways of handling professional issues, etc. Five or six people could serve as "key discussants" in order to ensure that the session includes individuals with expertise (as potential mentors). These scholars will not give formal presentations, per se, but they can help with starting conversation, encouraging participation from all attendees, and offering input and insights, as the conversation ensues. Given the nature of this session, it could also benefit from co-sponsorship to encourage diverse perspectives and potential contributions.

**Spotlight Session:** This type of panel could be a very powerful and special way to "spotlight" a scholar (especially one who is going to be retiring soon), a body of scholarship (including a research methodology or a line of research) or approach to teaching (including certain forms of pedagogy, ideas about advising, etc.), or a specific book or article (such as one that an interest group recognizes with an award or that has shown continual influence since its publication, say, 25 years ago). Such sessions tend to be very well-attended and offer a great opportunity to reflect on a career, an approach, or a classic work in our discipline. Usually, the panel consists of three or four speakers with strong connections to the subject of the spotlight (such as advisees, leaders in developing a methodology or teaching technique, or experts in the area of the classic work). However, the panel should also afford time for the subject of the spotlight (e.g., the scholar or author) to share a few comments as well as ample opportunity for others in attendance to share their memories, tributes, or perspectives.

**Performance Session:** We could put two time slots together and offer a chance to co-view a “performance” and then allow time to discuss and unpack it as a group. Notably, this type of session really lends itself to co-sponsorship because a “performance” might touch on topics relevant to multiple areas, and diverse individuals would likely be drawn to participating, especially in the discussion segment. Note that this will count as two panel submissions, however.

**Senior Scholar Roundtables:** This format allows for networking and connections between scholars at various stages in their careers as well as for valuable conversation about research projects. Units could select 16-20 interested participants and divide them into four groups. During the panel slot, each group would rotate around to four different pairs of senior scholars. Group members would then have the opportunity to network with senior scholars and to obtain their ideas about research projects, teaching, professional development, etc. Ideally, the senior scholars would receive a brief description from each participant about his/her research and teaching interests before the conference, and all participants would receive a list of the senior scholars so that they could become more familiar with their work. The unit should schedule a facilitator to announce when the groups need to rotate.

**Senior-Junior Scholar Master Classes:** The master class format connects senior and junior scholars in a structured setting and provides an opening for newer scholars in our field to network and receive input from more seasoned scholars. Junior scholars could be selected on the basis of conference paper submission or other application whereas senior scholars would be invited based, of course, on their expertise and willingness to serve as a mentor to others in the discipline. Units could take a more traditional approach wherein the junior scholars would present their work and the senior scholar offers a response. They could also opt to construct the master class as a “work session” in which the junior scholars could ask questions, brainstorm about research projects, etc. and, perhaps, interact with two or three senior scholars during the session. Again, this type of panel would benefit from co-sponsorship, especially between the Graduate Student Caucus and other units.

**Poster Session:** In a traditional poster session, presenters create a visual representation of their work, and interested attendees visit the displays and chat informally with presenters. Although this format allows a great deal of flexibility and opportunity for conversation, presenters can feel isolated if their displays do not generate a good deal of interest. To reduce the possibility of this problem, arrange the poster areas in clusters (i.e., groups of related projects in semi-circles) so that presenters can share their research with each other as well as other attendees. Additionally, consider scheduling a team of respondents to visit the presenters and offer ideas and feedback.

## 2011 Available Program Slots

This list contains the estimated number of slots for 2011.

<b>Unit</b>	<b>Slots</b>
Adjunct/Temporary Faculty Caucus	2
Argumentation and Forensics Interest Group	6
Basic Course Interest Group	10
Communication Education Interest Group	12
Communication Ethics & Freedom of Expression Interest Group	3
Communication Theory Interest Group	11
Community College Interest Group	5
G.I.F.T.	4
Graduate Student Caucus	8
Health Communication Interest Group	7
Instructional Resources Interest Group	8
Intercultural Communication Interest Group	10
Interpersonal & Small Group Communication Interest Group	12
Kenneth Burke Society	4
Media Studies	11
Organizational and Professional Communication Interest Group	9
Performance Studies & Theatre Interest Group	7
Political Communication Interest Group	9
Public Relations Interest Group	6
Rhetorical Theory & Criticism Interest Group	12
Sexual Orientation and Gender Identity Caucus	5
States Advisory Council	11
Undergraduate Programs Interest Group	3
Women's Caucus	8
CSCA President	3

## Sample Call for Papers

### COMMUNICATION EDUCATION INTEREST GROUP

#### Call for Submissions

2010 Central States Communication Association Conference

Hilton Cincinnati Netherland Plaza, Cincinnati, OH

April 14-18, 2010

#### *Communication and Civic Engagement: Challenge, Engage, and Change*

The Communication Education Interest Group invites all members of CSCA to submit competitive papers, programs, and interactive panels to be considered for programming at the 2010 CSCA conference to be held in Cincinnati. Our interest group focuses on the teaching and learning process. We welcome a range of topics, and we especially encourage members to develop provocative panels that focus upon the convention theme. For panel ideas, discussions about the convention theme, or to simply meet other members of the division, please see the division's Facebook group page at: <http://www.facebook.com/group.php?gid=71002636769>.

We welcome a variety of formats, including competitive paper panels, internet discussion groups for which papers are read prior to the conference and sessions focus on responding and discussing the papers, roundtable discussions, spotlight and dialogue sessions, debates, and high density programming.

Awards: The Communication Education Interest Group presents several awards. The Gustav Friedrich Award is presented to the top student competitive paper and includes a certificate and a \$50.00 prize. We also award certificates to the top three competitive papers submitted to the interest group. In addition, our interest group coordinates The Cooper Award for Outstanding M.A. and Ph.D. Graduate Teaching Assistants. Please see the CSCA website (<http://www.cscanet.org/>) for more information about these awards.

#### Guidelines for Submission:

(1) Papers: Only completed papers will be accepted. Papers must conform to APA standards and include a title page that is a separate document from the paper, allowing author identity to be concealed. Remove all author references in the text of the paper. Students (including graduate students) should type "STUDENT" on the upper right-hand corner of the title page. Indicate if author(s) is/are CSCA Members.

(2) Panels: Individuals proposing panels must complete and use the 2009 CSCA Panel Proposal Request Form available on the CSCA website. Panel submissions must also include the following: (a) title, (b) abstract, and (c) a complete list of participants along with their institutional affiliations, contact information (address, e-mail, and telephone), and if they are CSCA Members.

All papers must be submitted electronically using Microsoft Word. Documents sent using any other format will be returned to the sender. An e-mail acknowledging receipt of paper and panel proposals will be sent for each submission. All media requests must be made at the time of submission. Please only request media if it is absolutely essential to your presentation, as media requests will be closely examined before approval. Laptop computers will not be made available for presentations.

Submissions must be received by October 2, 2009.

Send all submissions electronically to:

Chad Edwards  
chad.edwards@wmich.edu

School of Communication  
Western Michigan University  
300 Sprau Tower  
1903 W. Michigan Avenue  
Kalamazoo, MI 49008  
Office Phone #: 269.387.3109

## Process for Sending Submissions for Review

1. Develop clear instructions and form(s) that you will send to your reviewers. Remember that all of your reviewers must know the criteria for evaluating submissions to your unit so that they are all “on the same page.” For example, if your unit wants to prioritize completed manuscripts (or documents of a particular length), you need to share that information with all reviewers. In advance, determine what criteria that the reviewers should use and be ready to share the list with them when the time comes.
2. Based on the number of submissions, you need to decide how many manuscripts/panel proposals that you will send to each reviewer. One reviewer should be able to handle around 10 submissions in the specified time period. I urge you to use three reviewers for each submission, if possible. Thus, Reviewers 1, 2, and 3 could review Submissions #1-10. Reviewers 4, 5, and 6 could review Submissions #11-20, and so on. If you send the same set of papers to three reviewers, their rank-orderings will mean something. If you scatter the papers, the rank-orderings will mean little because the reviewers ranked different submissions.
3. Give each reviewer a reviewer number so that you can track reviews and ensure confidentiality.
4. After you receive the submissions, you need to prepare them for blind review. If you are sending them electronically (which I recommend highly!), you need to take the following steps:
  - a. Delete all info on the cover page that refers to author name and affiliation.
  - b. Save the document on your computer as another Word file. I suggest that you give each manuscript a number and then refer to it only by that number. Thus, you could re-name the first submission that you receive something like CSCA.ms.1 (for CSCA, Media Studies, first submission). NOTABLY, you need to keep careful records about which submission receives which number. I suggest that you create a tracking list (see #7 below) as well as print at least the title page of each submission and mark its submission number on it for your own purposes.
  - c. After you create the new Word document by re-naming the submitted document, go to File and scroll down to Properties. Delete all information throughout each step of Properties and then SAVE. Go to File again, scroll down to Properties, and make sure that no information remains on properties.
5. If you are sending documents through snail mail (a much more timely and expensive process), prepare the documents by labeling each one with its respective code number and then double-checking to be sure that all identifying words and symbols have been removed from the document, including title page, acknowledgements, etc.
6. Be sure to send all submissions out for review as soon as possible. Your reviewers will need time to read and review. If mailing, be sure to include enough forms as well as a clear set of instructions. If e-mailing, be sure to attach the review form, instructions, and all submissions.

7. Keep clear records. I urge you to keep a tracking or Excel sheet with the submission number, author names, date submitted, names of reviewers, date sent for review, and date received. Your unit members will want a report of number of submissions, etc., and you also want to be sure that you know which review belongs to which submission.
  
8. Be a strong, clear, and efficient communicator. No one likes to wonder what's going on with their work. ALWAYS send a quick acknowledgement of each submission. (You could even use the same one recurrently by cutting and pasting. Again, let me know if you would like an example.) Similarly, ALWAYS send a decision letter/message when it is appropriate to do so. I've heard from members that they just never heard if their work was accepted or not. We should write to potential participants if we're going to program their work or if we're not.