

ALUMNI Newsletter

• **INTERPERSONAL COMMUNICATION** •

BOWLING GREEN STATE UNIVERSITY • SPRING 2005

New director of Communication Studies named

A lecture and reception in late April introduced Oliver Boyd-Barrett as the new director of Communication Studies effective July 1.

"Boyd-Barrett's coming to BGSU brings a scholar of exemplary international stature to lead one of the largest units in the College of Arts and Sciences," Joseph Frizado, interim director for the school, said.

Boyd-Barrett will leave southern California where he has been teaching at California State Polytechnic University, Pomona.

"The main attraction for me is the national and international prestige and strength of Bowling Green State University and of the School of Communication Studies," Boyd-Barrett said.

Boyd-Barrett arrived from the

United Kingdom to begin work in Southern California in May 1998. His wife, Leah, was born in Kansas, but was raised in France and the United Kingdom. Boyd-Barrett said that they are looking forward to learning more about Ohio. They have four grown children.

"This is an exciting time to join the School of Communication Studies," he said. "The reintegration of telecommunications, alongside interpersonal communication and journalism, gives us greater leverage for anticipating and responding to changes across the communications industries and professions, including those of technology convergence and innovation."

Principal research interests over the course of his career include



photo courtesy of Oliver Boyd-Barrett

Oliver Boyd-Barrett, new director

international communications media, national and international news agencies, globalization and the media, media economics, educational communications and educational management.

by Dana Yonke, '06

Rising stars continue on path of success

Last year, Rizo Arellano and Leah D'Emilio were awarded IPC Rising Star Scholarships. Since then, these IPC majors have both grown academically and socially.

Arellano, from Waterville, Ohio, said he is learning skills he believes everyone should have. "Many conflicts in any society deal with miscommunication, and the only way to help alleviate this situation is to be an excellent communicator," he said.

Arellano, now a junior, has been busy this year maintaining his Dean's List academic status, working a part-time job, building relationships with his fellow students and working on his music as a vocal performer.

"Believe it or not, this major has

actually helped me tremendously in music," he said. "I feel like I am a double major sometimes because I am at the music building more than I am at my own college building."

D'Emilio, from Oregon, Ohio, graduated in May, leaving behind an undergraduate career packed with involvement. She has competed on the Forensics Speech and Debate Team and has been a member of Pi Kappa Delta, the national honors society for forensics.

In addition, she has been involved in the Italian Club, has been an active member of St. Thomas More University Parish and has volunteered in Appalachia.

D'Emilio graduated with a 4.0

grade point average.

"I have placed my academics as my number one priority, and I can see that my hard work has paid off," she said. "My GPA is just the number that represents the countless hours I spent studying, researching, writing, editing and learning every semester."

Although she graduated, D'Emilio's time at the university isn't over yet. She will be returning next year as a graduate student.

"I am very excited to be both a graduate student and assistant," D'Emilio said. "I'll be doing research and teaching others about how great IPC really is."

by Allison Halco, '05

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school of communication
communication studies

New course teaches students how to work in virtual settings

The newest course in the IPC curriculum was added when Canchu Lin realized nothing was offered to students concerning the virtual side of business. "The virtual aspects of a business in the 21st century are not a possibility, but a must," Lin said.

He wanted the graduates of BGSU to feel prepared for what they'll find in the "real world."

So he started research in the fall 2004 semester and worked hard to create IPC 311: Virtual Teams, a course focusing on virtual teams in business settings. This spring was the first semester the course was offered.

The course helps students learn how virtual teams function in the global environment, how individuals work together without meeting face-to-face, how to build and maintain trust with team members, and how to problem solve in virtual teams.

The first assignment was to create a team resumé and contract. The main focus was to get the students familiar

IPC 311

Virtual Teams

"The virtual aspects of a business in the 21st century are not a possibility, but a must."

-Canchu Lin

Learning objectives:

- how virtual teams function in the global environment
- how individuals work together without meeting face-to-face
- how virtual team members build and maintain trust with team members
- how individuals use different problem solving techniques in virtual teams

with the layout of the class and start building trust.

The goal of the assignment was not putting separate resumé together, but building a team image by working all team members' resumé together. The contract included rules, policies, rewards and penalties, so all virtual team members were working under the same commitments.

All the projects were done without any conventional group

meetings. The work was done with each member at her own computer in completely different places. The objective was to prepare the students for the future possibility that they might find themselves working on a virtual team with people from all over the world, not just from somewhere on campus.

Lin said building trust with the team members in a virtual setting was emphasized in the course. Without face-to-face bonding, students are less likely to develop expectations and instead would use their instincts to trust the group members.

Stephanie Hobe, a student in IPC 311, felt the course could be "tough sometimes because you have to work in groups without ever seeing the people that you are working with - you have no idea what people are really thinking because you cannot see their actions and reactions."

Lin realized that the lack of nonverbal gestures to communicate and build trust could be an obstacle for students. He tried to solve this problem by having weekly online discussions to decrease the amount of stress the group members felt.

Reducing barriers of time and space can make businesses interdependent and help them work more effectively. The opportunity offered to students to get a head start on this type of group work will help them adjust in the workplace.

by Kelli Baker, '05

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Joe Frizado
PUBLISHER

Allison Halco '05
EDITOR

Kelly Taylor
MANAGING EDITOR

Kelli Baker '05
Matt Niemesch '06
Jennica Pearson '06
Petar Radanliev
NEWSLETTER STAFF

The Alumni Newsletter is an annual publication of the Department of Interpersonal Communication and is mailed free to all graduates of the program. Its purpose is to keep everyone informed about happenings, achievements and other news of department faculty, students and alumni. If you have news, questions or comments, write us at the address below.

School of Communication Studies
Department of Interpersonal Communication
Bowling Green State University
302 West Hall
Bowling Green, Ohio 43403
419.372.8349
419.372.0202 FAX
www.bgsu.edu/departments/ipc/

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Where are all the first year students?

In recent years, fewer first year students have been registering for IPC 102. The new trend for class enrollment indicates an older group of students.

Blake Mikol, a junior visual technology major, thought he was going to be the only upperclassmen in IPC 102.

"I went into class looking around the room to see someone who remotely looked my age," Mikol said. "It turned out that everyone was my age if not older."

According to Mikol, there was only a handful of first year students in his 100-level class, the rest of the 30 students were all older students.

Junior accounting major Margaret Small found the same scenario in her IPC 102 class in the fall semester.

"I don't think there was one freshman in my class," Small said. "I thought that was surprising since it was a 100 level class."

Enrollment records bear out what Mikol and Small experienced first-hand. First year undergraduate students make up just over one-third of IPC 102 classes offered on main campus.



Graduate instructor Stephanie Stroh teaches one of her three IPC 102 classes this year.

So why the upperclassmen in a lower lever class? IPC 102 instructor Stephanie Stroh believes the rise in juniors and seniors in the class is due to the recent changes in the way IPC 102 is taught.

"The new method of teaching IPC 102 as a small group class gives the students an opportunity to get to know one another," Stroh said. "Therefore the class is much more personal, instead of being a huge lecture."

According to John Warren, IPC 102 director from 2002 to 2004, the number of students required to take IPC 102 has increased across campus.

"We fill all our IPC 102 courses in the fall without even getting the new freshmen students who register in the summer," Warren said. "This means the numbers of higher-level students has increased in the past ten years as the demand for IPC 102 increases."

Grant Bly, a junior telecommu-

nications major, believes few first year students take IPC 102 because the students have to get up in front of the class and talk.

"The last thing I wanted to do was get in front of a class and start doing speeches my freshman year," Bly said. "But I would advise freshmen to take it because it helps people to get over the fear of talking and presenting in front of people, which they will have to do all through college no matter what their major."

Kimberly Schram, who took IPC 102 in the spring semester of her first year, noticed the large number of upperclassmen.

"I figured being a broadcast major, a speech class was probably best to take as a freshman," Schram said. "I think the hardest part of the class was getting in front of all the students in the class who were all older than me. I felt like they just knew I was a freshman."

by Jennica Pearson, '06

For the Record

IPC 102 Enrollment
on BGSU's main campus
for spring 2005

Freshmen	386
Sophomores	535
Juniors	117
Seniors	24
Total	1062

source: Office of Registration and Records

Students learn teamwork through art

This spring, Jason Schmitt's IPC 102 students learned about giving speeches, listening effectively, communicating in a group and using caulk and cement.

The students worked together to restore one of the sculptures outside of the Jerome Library as a class project. They were put on different teams such as clean up, construction and painting, and had to research how to prepare the crumbling statue, fill in the cracks and holes and paint it.

The statue, created by Don Drumm in the late 1960s is on the north side of the library. Drumm is the same artist who created the large murals on the sides of the library building.

The statue has seen a rough few decades. Most of the crimson paint had chipped off and much of the statue had crumbled in a pile at its base.

"It was in such disrepair," Schmitt, a graduate student, said.

Schmitt was afraid that the sculpture wouldn't get repaired any time soon, so he decided to take action and turn it into a learning experience about group communication and teamwork for his students.

Students were eager to do the proj-

ect, with some staying for hours after class ended to continue working.

"It was a lot of work, but everybody worked well together," sophomore Brett Hanna said.

Besides restoring the sculpture, the students wrote a paper about the statue's history and the process of fixing it up. Once the project was complete, each team wrote about the experience and compiled their writ-

ings into one final paper.

Schmitt was pleased to see his student's enthusiasm for the project. They came alive working outside rather than sitting in the classroom, he said.

Students were happy to work on the project. "You get a lot more out of this than working in the classroom," Hanna said.

by Allison Halco, '05



Jason Schmitt (center) talks to a group of his students while other students fill in cracks on the sculpture they're restoring with cement.

Honors & Awards

Department of Interpersonal Communication Spring Award Winners

Scholarships

SCS Fund for Excellence

- Michael Anslinger
- Jenna Gable
- Rizo Arellano

Rising Stars

- Melissa Coyle
- Heather Kovacs

Awards

Outstanding Seniors

- Leah G. D'Emilio
- Amy D. Deitrickson

Research Papers

- "Ethnographic Writings of Homecoming 2004"
- Rachel Hobson

Research Papers (con't)

- "Finding My Place: Bowling Green State University 2004 Homecoming Pep Rally"
- Stephanie M. Acheson

"Transgendered People and Society"

- Stephanie M. Acheson
- Angela S. Bruns
- Kristen R. Hooker
- Tori M. Meuhfeld

Media Project

"Wings"

- Leah G. D'Emilio
- Jami Mullholand
- Jeff La Brie

Faculty Award

- Leah D'Emilio

IPC Scholars:

Cumulative GPA of 3.75 or better

First Year

- William J. Daugherty
- Kelly E. Grant
- Lauren H. Martin
- Danielle R. Zavarella

Sophomore

- Megan A. Baldwin
- Melissa M. Coyle
- Amanda R. Fox
- Heather L. Kovacs
- Elizabeth K. Mantel
- Bethany J. Speiser
- Casey D. Tschanen

Junior

- Michael J. Anslinger
- Megan M. Bernard
- Sandra M. Borgione
- Jenna L. Gable
- Jonelle M. Green
- Julie M. Long
- Tara Mullins
- Amanda Musselman

Senior

- Stephanie M. Acheson
- Leah G. D'Emilio
- Benjamin W. Day
- Amy D. Deitrickson
- Theresa M. Ward

Grant awarded for international partnership

New program will link BGSU, Tunisian students and professors

Along with journalism professor Catherine Cassara, professor Laura Lengel has been awarded a \$100,000 grant from the U.S. Department of State for the 2004 U.S. – Middle East University Partnerships Program. With the university's commitment, the grant program totals \$330,000.

Cassara and Lengel, U.S. partnership directors, will work with faculty across three colleges: Arts and Sciences, Education, and Continuing and Extended Education. They will develop and implement a multi-university partnership between BGSU and the Institut de Presse et des Sciences de l'Information (IPSI) Université de la Manouba, Tunis, Tunisia.

The program, part of the Middle East Partnerships Initiative (MEPI), strives to create greater knowledge in world communication across the Middle East region.

The MEPI program is designed to establish programs in communication and journalism that will last for years beyond the original grant period. The program stresses civil society, international environment studies, societies in transition, global economics and women.



photo provided by Catherine Cassara

Laura Lengel teaches IPSI students in Tunisia as part of the MEPI program.

Cassara and Lengel traveled to Tunisia in March to begin the program. Along with other U.S. partnership team coordinators, they conducted a workshop on media, journalism and online learning skills building.

IPSI students will also have the chance to study at BGSU in a set of workshops over the summer. These workshops will focus on women in the media and include U.S.-based internship programs.

"There is no more important time, and no more important place to engage in a media and journalism MEPI program than in Tunisia," Lengel said.

Part of this importance is due to the fact that the second phase of the United Nations World Summit on the Information Society will be held in Tunisia this November.

Lengel was a delegate at the first phase in Geneva.

by Matt Neimesch, '06

Communication team teaches in Croatia

Interpersonal communication professor John Warren, along with four other Bowling Green State University faculty members, traveled to Croatia in May 2004 to spread their knowledge of the media and communication.

The group spent two weeks in Croatia training U.S. foreign service officers in areas such as television production, photography, and news-writing.

Laura Lengel, interpersonal communication professor, helped with the pre-trip planning. The team was organized by journalism professor Catherine Cassara.

Also participating in the program were journalism professors Nancy

Brendlinger and Dennis Hale and then-telecommunications professor Charles Hoy.

The trip was part of the Academic Collaborative Initiative for Mission Public Information Officers, a program created by the United States Agency for International Development (USAID) with the purpose of educating public information officers from all over Asia and Europe.

"Government agencies like USAID fund and support the work done in communities and cities around the world, helping to build a better world," Warren said. "The communication officers are charged with an enormous task – it is their job to speak to multiple audiences."

As this was the first year for the program, Cassara and the other faculty members had to develop the itinerary themselves. They arranged the schedule, invited guest lecturers such as Nicholas Wood from the New York Times and organized related group trips.

The officers were eager students, Cassara said. "They really cared about what they were doing."

The group was asked to participate in the program by alumnus Brock Bierman, bureau chief of the USAID Bureau for Europe and Eurasia.

In September, they were all presented with the U.S. Presidential Volunteer Service Awards.

by Allison Halco, '05

DR. JULIE BURKE

Alzheimer's study involves collaboration

Julie Burke is currently the chair of the department of interpersonal communication. In addition to teaching, she has been researching Diabetes patients' views about their health care, a project sponsored by the Fraternal Order of Eagles. The research project focuses on the obstacles and challenges these patients face.

Burke is also working with colleague Lynda Dee Dixon in a study on the public's knowledge concerning Alzheimer's disease and its effects on its victims and their families and friends.

Burke recently returned from Paris, France, where she and nearly 30 other students and faculty members attended the International Media Seminar in March.

DR. LYNDA DEE DIXON

Lecture, travel part of improvement leave

Lynda Dee Dixon, an associate professor, is on faculty improvement leave this year.

Taking a break from the classroom, Dixon has been traveling throughout the country, lecturing at other universities. Her lectures primarily focus on her research about Native Americans, a topic of personal significance, as she is Cherokee.

Dixon is also researching the effects of Alzheimer's disease upon its victims and their loved ones. She is working on one project with Julie Burke in this area.

Dixon plans to return in the fall.

DR. DONALD ENHOLM

Manuscript result of interdepartmental work

Donald Enholm is in his 31st year of teaching at BGSU. He has taught courses in argumentation every year he has been at BGSU, and this year his classes include Persuasion and Listening.

He is finishing a manuscript with Melissa Spirek from the journalism department titled "Persuasiveness as a Function of Time of Day: An Empirical Test of Hitler's Hypothesis." The work will be submitted to *Communication Monograph*.

Enholm has had 15 articles appear in publications such as *Quarterly Journal of Speech*, *Free Speech Yearbook* and *Rhetoric Society Quarterly*.

DR. RADHIKA GAJJALA

Professor focuses on new media technology

Radhika Gajjala is an associate professor. Her research interests include information communication technologies and globalization as well as production of race in cyberspace and virtual learning environments. She is also interested in new media technology, critical theory, feminist theory, transnational communication and postcolonial theory.

She teaches courses on cyber culture, humanistic research methods, performing digitally mediated identities and feminist research methods in communication.

Her work has appeared in journals such as *Feminist Media Studies*, *International and Intercultural Annual*, *Contemporary South Asia* and *Works and Days*, and in books such as *Technospaces: Inside the New Media* and *Domain Errors! Cyberfeminist Practices*. Her book *Cyberbodies: Feminist Ethnographies of South Asian Women* was recently published by Altamira Press.

DR. LAURA LENGEL

Development program to link BGSU, Tunisia

Laura Lengel is in her third year teaching at BGSU. Her research focuses on international communication, intercultural communication, impact of communication technology and internationalizing education.

She has presented this research in several books, including *Culture and Technology in the New Europe: Civic Discourse in Transformation in Post-Communist Nations*, which was nominated for a National Communication Association Distinguished Scholarship Award by the Division of International and Intercultural Communication Division.



John Warren and Julie Burke listen to their headsets on a boat tour in Paris, where they, with a group of communication students and faculty attended the International Media Seminar in March.

faculty briefs

Lengel is working with journalism professor Catherine Cassara to develop a program linking BGSU to the Institut de Presse et des Sciences de l'Information (IPSI) Université de la Manouba, Tunis, Tunisia.

This program is designed to create greater knowledge in world communication across the Middle East region, as well as start a new communication curriculum at IPSI.

Lengel teaches several undergraduate and graduate level courses focusing on the use of technology in communication and international and intercultural communication.

DR. CANCHU LIN

New course offers online team lesson

Canchu Lin is in his second year at BGSU. Lin's main areas of study include organizational communication and intercultural communication. He teaches courses in these areas and feels his research helps him stay focused on the new developments in the fields he teaches.

Lin has broadened the scope of the interpersonal communication program by teaching the new web-based course IPC 311: Virtual Teams, which he feels gives practical experience to students.

In May, Lin and his wife Xiaoyan, announced the birth of their daughter Candie Lin.

DR. JOHN MAKAY

Professor takes on new IPC 102 role

John Makay is currently serving as a professor and adviser. Recently he has also become the coordinator of IPC 102 classes.

He has written books on topics ranging from interpersonal communication to an anthology on freedom of speech, including *Public Speaking: Theory and Practice*. His work has been published in *The Quarterly Journal of Speech*, *Central States Speech Journal*, *Free Speech Yearbook*, *Southern Communication*

Journal, *Speech Communication Annual* and the *Journal of the Association of Communication Administration*.

Makay is on the editorial boards for *Free Speech Yearbook* and the *Basic Course Annual* (published by the National Communication Association), and has served on the editorial boards of the *Communication Quarterly*, *Communications Studies* and *Journal of the Association of Communication Administrators*. He has been the editor of the *Free Speech Yearbook* and the *Communication Annual*.

DR. DENISE MENCHACA

Move motivated by family at home

Denise Menchaca is in her third year as an assistant professor. Her research considers the complex location of being Mexican-American in the United States.

Central to Menchaca's inquiry is the Catholic icon, Our Lady of Guadalupe. Her research in this area is significantly informed by the writings of Chicana feminist scholars and Hispanic theologians.

In addition to her work with identity and location politics, Menchaca is interested in how scholars write themselves into being. Menchaca has had several articles published since last year and she has two that are scheduled to come out this summer.

Menchaca is the faculty adviser to the Interpersonal Communication Organization, a student group active in community service and promoting scholarly endeavors for undergraduates interested in communication.

This is Menchaca's last year at BGSU. She will be heading back to her home state of Texas to be closer to her parents.

DR. JOHN WARREN

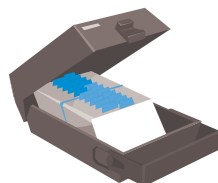
Travel includes Paris and Croatia seminars

John Warren is in his fourth year of teaching. He has recently been named as the graduate coordinator.

He teaches courses in gender, pedagogy and cultural studies. His areas of research include pedagogy, gender and performance.

Warren recently traveled with a group of Communication Studies faculty and students to the International Media Seminar in Paris, France. He also went to Croatia for the training of foreign service officers through USAID.

He is the co-author of *Casting Gender: Women and Performance in Intercultural Contexts* and the author of *Performing Purity: Pedagogy, Whiteness, and the (Re)Constitution of Power*. His essays have been published in *Educational Theory*, *Basic Communication Course Annual*, *Qualitative Inquiry* and *Text and Performance Quarterly*.



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Cards should be sent to the School of Communication Studies office to the attention of Linda Fritz-Glonski. The address is listed on page two or on the back of this newsletter.

We look forward to hearing from you!

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Bowling Green State University
302 West Hall
Bowling Green, Ohio 43403
419.372.8349

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