Administrative Board of the College of Arts & Sciences

Proposed Program: **UNC Communications in New Zealand: Working Globally**
Proposed Program Location: **Auckland, New Zealand**
Faculty Program Leader: **Steve May**

Dear Colleagues:

The UNC Study Abroad Office submits for your approval a proposal for the establishment of a new faculty-led program to be offered beginning **Summer 2021** and continuing annually.

PROGRAM INFORMATION

This proposed faculty-led program would be offered for **3 credits (with optional 3 credit internship)** during the Summer term, tentatively scheduled **for three weeks in mid-May**.

Program Rationale: During his academic career, Professor May has sought to help students question some of the taken-for-granted assumptions about work, in general, and work in the United States, more specifically. Many of his students tend to view American work policies and practices as naturally innovative, productive, and progressive. Yet, they often lack the exposure to, and critical thinking skills for, a more complex historical and cultural understanding of work. They don't necessarily understand that work has evolved, over time and across locations, in quite distinct ways. More specifically, they haven't learned that work can be done differently, often in ways that enable organizations to be both simultaneously productive and humane. In the United States, we have often focused on the former at the expense of the latter.

For this study abroad program, Professor May seeks to introduce students to the historical and cultural evolution of work in today's global economy. Students will learn that their current conceptions of work (and the for-profit and not-for-profit organizations in which it occurs) are not "natural" but, rather, are the result of a set of assumptions, often based on cultural values. The goal, then, is to first enable students to consider the strengths and limitations of various work practices' across time and place--and the role of communication in creating them. Once students have developed these critical thinking skills, they can then begin to imagine new, alternative forms of work.

Taking students abroad provides them the ideal opportunity to hear about, and experience firsthand, different ways to work. In an increasingly globally economy, students need to, at the least, familiarize themselves with the various forms of work common to different cultures. Today's Carolina students are increasingly likely to travel globally for work, if not work for multi-national corporations. As such, a global experience of studying about, and engaging in, work (via internships) better prepares them for life in a global economy. In addition, though, such an experience might help them imagine new possibilities for work, as they become leaders themselves.

As I note elsewhere in the proposal, New Zealand is an ideal location, given its progressive work practices. It has a long history of corporate social responsibility and sustainability, in addition to

innovative, humane work-related policies. An academic course on organizational communication in New Zealand will provide students with a fresh, alternative perspective on how work is done, as well as how it fits within another country's culture.

Target Audience/ Major & Discipline/Student Levels: The target audience is students in the Department of Communication. More specifically, students in the Interpersonal and Organizational Communication concentration are most likely to enroll in the program. This concentration is the largest in the department, with approximately 350 students. The course, Communication 325 - Introduction to Interpersonal and Organizational Communication, serves as a prerequisite for several additional courses in the concentration. Typically, students in the course are sophomores and juniors. The course is cross-listed with the Management and Society major in Sociology and is likely to draw students from that program, as well. In addition to Communication and Sociology, the course would also be relevant to students in Psychology, Anthropology, and Political Science, as well as the minor in Entrepreneurship.

The diversity of Communication majors exceeds the overall population for Black or African American, Hispanic/Latino, and Asian students on campus. It is also a common major (as is Sociology) for some student-athletes, as well. As such, the course may be able to attract these under-represented students.

In order to attract students, we will use the usual means of publicity through the Study Abroad Office and our departmental listserv and website. The course will also be announced in the four core courses for our major, which enroll 150-200 students/semester for each course. Outside the major, we will focus primarily on the Management and Society, for which the course is cross-listed. Finally, we can also reach out to affiliated student organizations and the athletic department to publicize the course to under-served students on campus.

Anticipated Number of Students: Minimum of 10 students; maximum 20

Program Learning Objectives: The course has five primary objectives.
First, the course is designed to introduce students to the historical and cultural development of work. Students learn that our current constructions of work are not "natural" but, instead, have evolved over time and have developed differently in distinct parts of the world. Second, then, students should learn how work varies across geographic regions. Policies, practices, and cultural norms for work are unique in different parts of the world. Third, the course should provide students with a systematic and critical understanding (e.g., both strengths and weaknesses) of organizational communication theory and research, and the factors involved in the functioning and analysis of today's complex organizations. Fourth, the course should also show how this understanding can be used as a practical tool for the analysis and management of organizational situations. Fifth, the course should help students understand the integration of micro and macro perspectives of organizational communication. That is, it should allow them to explore the ways in which organizations are simultaneously the medium and outcome for social, political, economic, technological, and ideological change in our culture(s).

The program, overall, then seeks to introduce students to the various forms of work that have emerged at different times and at different locations, beginning with the United States and then extending to other countries, with a primary focus on New Zealand. American students have a tendency to view U.S. organizations as necessarily "exceptional" and, as such, accept them as taken-for-granted. The program will show students how organizations can be constructed differently, given the specific cultural dimensions of the country/region. Hopefully, the students will come away from their study abroad experience with ideas regarding how to imagine and create--new (e.g., more humane) forms of work and organizing.

PROGRAM ACADEMICS

Proposed Course Name/Number: Introduction to Organizational Communication - Comm 325 with optional Internship in Communication - Comm 393

Course Descriptions:
Comm 325 - Introduction to Organizational Communication
The purpose of this course is to provide you with a closer examination of the taken-for-granted nature of organizational life, in the midst of globalization, as you prepare for your chosen careers. Although we participate in numerous organizations throughout our lifetimes, we frequently overlook the ways in which they construct a "naturalized" way of life for us. We often assume that "this is just the way organizations are." Yet, organizations, over time, have been produced in and through a long series of communicative practices that required significant choices. That is, historically, organizations have been created in quite diverse ways. This organizational diversity will most likely continue as employers and employees attempt to adapt to the cultural changes of the future.

This study abroad course is designed to introduce you to a wide range of organizational practices, which vary by country, based on cultural values. As such, the course will explore not only what organizational communication "is," but also what organizational communication "might be," both in the United States and elsewhere. Through this exploration, the hope is that, as you enter organizations in the future, you will make choices that will create not only more productive organizations, but also more humane ones.

In order to imagine the possibilities of what organizational life might be in the future, we will first examine the various ways organizations have been studied--and created in different cultures. For instance, we will explore the influences of classical management, human relations, systems theory, cultural studies, critical theory, and postmodern theory on organizational communication. We will also examine several case studies that raise important practical and ethical questions regarding organizational life in a globally-interdependent environment. As such, the course is intended to integrate organizational theory and practice, with a focus on how work practices vary from country to country.

Comm 393 - Internship in Communication
The purpose of this course is to extend and apply theories learned in Comm 325 to a real-world work experience.

Minimum GPA: 2.5

Course Prerequisites: NO

Degree Requirements: Major - Prerequisite for upper-level courses in Interpersonal and Organizational Communication concentration

Description of Academic Instruction: The primary instruction for Comm 325 will occur in the classroom (4 days/week) in an environment that balances lecture and class discussion. Students are introduced to a range of historical and cultural factors that have led to the emergence of different types of communication practices in organizations. They are also expected to consider the strengths and limitations of each practice/organization explored in the course. This critique is accomplished by students discussing a range of organizational examples that will come from course readings, class discussions, and personal experiences.

Class discussion is also enabled by the use of case studies nearly every class period, including cases from the United States, New Zealand, China, Germany, India, Latin America, and Japan, among others. The course will also include at least three guest speakers from organizations (both for profit and not-for-profit) in New Zealand. These speakers may come from Air New Zealand, Fonterra Cooperative

Group, and Carter Holt Harvey, among others. Finally, Fridays will be used for field excursions to learn, first-hand, about organizations in, or the culture of, New Zealand. A tentative list of field excursions includes the following: 1) Auckland offices of Air New Zealand to learn about work in New Zealand; 2) Waitangi to learn about the treaty of Waitangi and the Te Ture Whenua Maori Act; and 3) Rotorua and the Mitai Maori Village to learn more about Maori culture and businesses.

The primary instruction for Comm 393 will occur off-site at students' internships. Although the internships will be optional, they will be strongly encouraged for students who want to stay in New Zealand (or Australia) for an additional 6-9 weeks. Internship sites will be identified with the guidance of the regional program provider, most likely either the providers ISA or API. The Department of Communication has an application process for the internships, as well as a standard syllabus and set of requirements. The syllabus and requirements may be adapted, as appropriate, for the study abroad internships.

Adaptation of Current UNC Course: Professor May has taught Comm 325 in summer sessions and, as a result, have already taught a 4-week condensed version of the course. For a shortened time-frame of 3 weeks, the course will exclude the last 2 chapters of the textbook, which are not entirely necessary, and a reduced number of supplemental readings, as well. Two class periods that are often used exclusively to discuss completed class assignments (e.g., work interview and organizational analysis) will be truncated. Finally, for a shortened version of the course, those materials will be included in an appendix if students want to learn more.

Description of Excursions/Activities: The course will include, ideally, several excursions and activities, typically on Friday of each week. On the Friday of the first week of the course, students will take a field trip to a notable business in New Zealand. Currently, the plan is to visit Air New Zealand, since most students will have had an experience with them on their flight to the country. On the following two Fridays would include historical/cultural excursions in nearby communities, including Waitangi, where students can learn about the Treaty of Waitangi and the Te Ture Whenua Maori Act of 1993. The site includes Wharenui, or traditional community houses, as well as historic documents. Waitangi sits on the coast, near the culturally-rich Bay of Islands and a short drive from the Waipoua Forest, which includes the largest forest of kauri trees in the world. Ideally, a representative of Carter Holt Harvey would be available to discuss business sustainability with us. On the final Friday of the course, the cultural excursion may be to Rotorua, which includes the Mitai Maori Village and the New Zealand Maori Arts and Crafts Institute. There, ideally meetings would be set up with local Maori businesspersons to discuss how their practices differ from those of the Pakeha (white settlers). Sitting on a lake, Rotorua is also known for Te Puia's Whakarewarewa Valley, which is indicative of the geothermal activity in New Zealand.

In addition to proposed cultural excursions, the course will include guest speakers and/or field trips to local organizations to discuss how they integrate work and culture in New Zealand. These speakers/field trips will include both for profit and not-for-profit organizations. To date, contacts in New Zealand have already helped identify 6-7 organizations that may be a good fit for the course content. Finally, the course itself will include a range of case studies about global organizations, including a mix from the U.S., New Zealand, Australia, and other countries. These features of the course will further expose students to how work is understood, culturally, and conducted, practically, across the world.

Ideally, students will remain in New Zealand for an internship experience, which will complement and extend the course, giving them additional first-hand experience with work in another culture. The internship, then, will give them a unique opportunity to test and apply what they have learned in the course.

A proposed syllabus is included as an addendum to this proposal.

FACULTY PROGRAM LEADER INFORMATION

Faculty Program Leader Bio: Dr. Steve May is Associate Professor in the Department of Communication at the University of North Carolina at Chapel Hill. His research interests include organizational ethics and corporate social responsibility, with a particular focus on ethical dilemmas, as well as ethical practices of dialogue, transparency, participation, courage, and accountability. His books include *The Handbook of Communication Ethics*, *The Handbook of Communication and Corporate Social Responsibility*, *The Debate Over Corporate Social Responsibility, Case Studies in Organizational Communication: Ethical Perspectives and Practices* and *Engaging Organizational Communication Theory and Research: Multiple Perspectives*, each of which has won a top book award from national and international associations. His current book projects include *Corporate Social Responsibility: Virtue or Vice?* and *Working Identities: Communication, Ethics, and Organizational Life*.

Professor May teaches undergraduate and graduate courses on organizational ethics and corporate social responsibility, including Kenan-Flagler Business School's Global, Weekend, and Evening Executive MBA programs at the University of North Carolina at Chapel Hill. He also actively works with clients in Kenan-Flagler's Executive Education Program on topics such as communication, ethics, and leadership. He is a Leadership Fellow at the Institute for the Arts and the Humanities, an Ethics Fellow at the Parr Center for Ethics, a Houle Fellow for Engaged Scholarship, and a Thorp Faculty Engaged Scholar. He was also named an Ethics Scholar from the W. Page Center and a Robert Wood Johnson Legacy Scholar from Penn State University.

In addition, he has served as an ethics advisor for the Business Ethics program at Duke University's Kenan Institute for Ethics. He is a past editor of *Management Communication Quarterly* and associate editor of *The Journal of Applied Communication Research* and *The Journal of Business Communication*. Beyond his academic work, Professor May ng others.has worked with a number of clients from a range of industries to strengthen their ethical cultures, including Blue Cross and Blue Shield, Bank of America, GlaxoSmithKline, U.S. Navy, GE, Accenture, and Corning, among others.

Experience in Proposed Location(s): Professor May lived in Hamilton New Zealand for six months in 1996-1997 while serving as a visiting professor at the University of Waikato in Hamilton, New Zealand. During that time, his wife was also teaching at the Unitec Institute of Technology in Auckland, New Zealand. Given their dual academic appointments, he spent extensive time in both Hamilton and Auckland. Steve also traveled, both personally and professionally, to many of the metropolitan areas of both the north and the south island. He lectured at the University of Waikato in Hamilton, Massey University in Auckland, Victoria University in Wellington, University of Canterbury in Christchurch, and the University of Otago in Dunedin. In addition, he traveled both islands for 5 weeks prior to my appointment and on nearly every weekend during the stay, visiting many of the natural, cultural, and historic sites throughout New Zealand. Although he has not traveled to New Zealand since that visit, Professor May has close colleagues--including co-authors--in each of the universities noted above. My closest personal connection in Auckland is a good friend, Dr. Ted Zorn, who recently served as Vice-Chancellor of Massey University. In addition, Steve has also been in regular contact with Dr. Stephen Croucher, Head of the School of Communication, Journalism, and Marketing at Massey, regarding a visit to their program. In addition to connections in Auckland, he also have close relationships with Dr. Juliet Roper and Dr. Debashish Munshi (both co-authors), from the University of Waikato. Finally, Professor May has long-standing connections to Dr. Deborah Jones at Victoria University and Dr. Davinia Thornley at the University of Otago.

Beyond these personal and professional relationships, Professor May has a long-standing interest in the culture of New Zealand. It was on his short list of not only a place to visit, but also a place to live.

As a result of my visiting term there, henearly left UNC-Chapel Hill for an appointment at the University of Waikato. He has continued to follow the social, political, and economic dynamics of the country, including ongoing negotiations with the indigenous people, the Maori, regarding their rights. As part of the courses on organizational ethics and corporate social responsibility during his term there, Steve sought to learn how colonial rule impacted the Maori and how their work practices (and related institutions), informed by their culture, are different from those of the dominant population. In short, his fascination with, and love of, New Zealand has lasted for nearly 30 years and he look forward to sharing the unique culture of the country with my students, drawing upon decades of connections there. Steve is very committed to getting further up-to-date with current events in the country, as a prepare for a faculty-led program in New Zealand.

Experience Leading Student Groups: Professor May has advised a number of student groups, including the Department of Communication's honorary society, Lambda Pi Eta. When serving as Director of Undergraduate Studies, Steve re-instituted the group. Professor May has worked closely with them over four years to develop a range of programs to serve our majors. In addition to Lambda Pi Eta, he has served as an academic advisor for Tar Heel HELP - Homeless Education and Literacy Program, the University Residence Halls, the University Campus Fellowships, and the University Campus Coalition. He has also served as a regular mentor for the C-Step program on campus, among other informal relationships with students and campus groups. In addition to advising and mentoring students, he developed a service-learning course designed to offer communication guidance for a range of non-profit organizations in the area. That course involved extensive work with the student groups, outside of the traditional classroom.

PROGRAM LOCATIONS
Proposed Locations: Auckland, NZ

Location Rationale: Because the course is designed to explore the historical and cultural dimensions of work, New Zealand is an ideal location, given its progressive work practices. It has a long history of corporate social responsibility and sustainability, in addition to innovative, humane work-related policies. I believe that it is important for U.S. students be exposed to alternative forms of organizations in order to imagine new possibilities as future leaders in the United States. An academic course on organizational communication in New Zealand will provide students with a fresh, alternative perspective on how work is done, as well as how it fits within another country's culture. Students are increasingly likely to travel internationally for work, if not work for multi-national corporations. Some of them will work for companies that are located and managed in other countries and, at the least, most of them will have customers/clients, suppliers, or competitors from other countries.

During the course, the students are not only likely to be exposed to New Zealand businesses and employees, but also those from the Asia-Pacific region, in general. Auckland, for example, is known for having a large multi-cultural mix, with the largest Polynesian population in the world. In the most recent census in New Zealand, 23% of the population self-identifies as Asian, 15% as Pacific Islander, and 11% as Maori, the indigenous people of New Zealand.

Auckland, New Zealand is the major metropolitan area in New Zealand and the Study Abroad Office has a relationship with the University of Auckland. In addition, Professor May has connections with colleagues at Massey University, which is also in Auckland. This faculty-led course will further extend the Study Abroad Office's exposure to a new region. I look forward to establishing sustainable relationships in the country, both for my course and for any other subsequent courses proposed by other departments.

PROGRAM LOGISTICS

Once the program is approved, the Study Abroad Office will coordinate all program services with a host organization or university, following the *Standards of Good Practice* developed by the Forum on Education Abroad.

The Study Abroad Office will work to secure accommodations for students and faculty leaders and assistance coordinating excursions, meal arrangements (individual and group), transportation, and any other services required to support the program on the ground. Information below represents initial discussions that have taken place between the Study Abroad Office and the anticipated host organization.

Anticipated Program Host Organization/University: The Study Abroad Office is exploring the services of the provider organizations API and ISA/Worldstrides. Final selection will be based on services provided and costs per student.

Host Organization/University Website:
- API: https://apiabroad.com/educators/customized-and-faculty-led-programs/
- ISA/Worldstrides: https://worldstrides.com/higher-ed-custom/

Services Provided: The provider organization will arrange all services onsite, including transportation, accommodations, orientation, excursions, classroom space, and risk management.

Anticipated Accommodations: Students will reside in hotels with twin occupancy.

HEALTH & SAFETY INFORMATION

Health Insurance: The Study Abroad Office coordinates with the Office of Risk Management Services to enroll student and faculty participants in international accident and health insurance through GeoBlue for the duration of the program.

Safety & Risk Information: Potential safety and security risks and concerns are minimal. There are no known safety or security risks in New Zealand, according to the U.S. State Department. The country is under level 1 precautions: Exercise normal precautions in New Zealand

Health Information: Possible health risks are minimal. There are no known health risks in New Zealand, according to the CDC.

Required Vaccinations (if applicable): Travelers should be up to date on routine vaccinations.

Health, safety, and security information will be presented to students during the required pre-departure orientation.

Conclusion

A letter of support from the home academic department is included in as an addendum to this proposal.

We are happy to provide any additional information necessary for your review of this program. Thank you for your time and your support of global opportunities for Carolina students.

Sincerely,

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Heather Ward
Associate Dean of Study Abroad & Exchanges

COMMUNICATION 325

INTRODUCTION TO ORGANIZATIONAL COMMUNICATION

Study Abroad – Summer 2021

Professor: Dr. Steve May   Classroom: TBD
Office: TBD
Email: skmay@email.unc.edu
Office Hours: TBD

Required Text

George Cheney, Lars Christensen, Theodore Zorn, and Shiv Ganesh. *Organizational Communication in an Age of Globalization.* 2nd Edition. Long Grove, IL: Waveland Press, 2011. Referred to in the syllabus as OCAG.

Additional readings will be posted on Sakai, including selections from:

Frost, P.J., Mitchell, V. F., and Nord, W. R. *Organizational Reality: Reports From the Firing Line*. 4th Edition. Reading, MA: Addison-Wesley, 1997. Referred to in syllabus as OR.

Course Description

In *Strong Democracy*, Benjamin Barber argues that "if the corporation is not to defeat democracy, then democracy must defeat the corporation." Barber's comment is similar to that of numerous authors over the last several years who have become increasingly interested in what may be termed "organizational society" in a global economy. By many standards, the business organization has become the central institution in modern society, often eclipsing the state, family, church, and community in power. Throughout the world, organizations pervade modern life by providing personal identity, structuring time and experience, influencing education and knowledge production, and directing news and entertainment. From the moment of our birth to our death, organizations significantly influence our lives in ways that often go unnoticed.

The purpose of this course is to provide you with a closer examination of the taken-for-granted nature of organizational life, in the midst of globalization, as you prepare for your chosen careers. Although we participate in numerous organizations throughout our lifetimes, we frequently overlook the ways in which they construct a "naturalized" way of life for us. We often assume that "this is just the way organizations are." Yet, organizations, over time, have been produced in and through a long series of communicative practices that required significant choices. That is, historically, organizations have been created in quite diverse ways. This organizational diversity will most likely continue as employers and employees attempt to adapt to the cultural changes of the future.

This study abroad course is designed to introduce you to a wide range of organizational practices, which vary by country, based on cultural values. As such, the course will explore not only what organizational communication "is," but also what organizational communication "might be," both in the United States and elsewhere. Through this exploration, the hope is that, as you enter organizations in the future, you will make choices that will create not only more productive organizations, but also more humane ones.

In order to imagine the possibilities of what organizational life might be in the future, we will first examine the various ways organizations have been studied--and created—in different cultures. For instance, we will explore the influences of classical management, human relations, systems theory, cultural studies, critical theory, and postmodern theory on organizational communication. We will also examine several case studies that raise important practical and ethical questions regarding organizational life in a globally-interdependent environment. As such, the course is intended to integrate organizational theory and practice, with a focus on how work practices vary from country to country.

Course Objectives

The course has five primary objectives. First, the course is designed to introduce you to the historical and cultural development of work. You will learn that our current constructions of work are not "natural" but, instead, have evolved over time and have developed differently in distinct parts of the world. Second, you should learn how work varies across geographic regions, with a specific focus on New Zealand and the Asia-Pacific region, in general. Policies, practices, and cultural norms for work are unique in different parts of the world. Third, the course should provide you with a systematic and critical understanding (e.g., both strengths and weaknesses) of organizational communication theory and research, and the factors involved in the functioning and analysis of today's complex, global organizations. Fourth, the course should also show how this understanding can be used as a practical tool for the analysis and management of organizational situations. Fifth, the course should help you understand the integration of micro and macro perspectives of organizational communication. That is, it should allow you to explore the ways in which organizations are simultaneously the medium and outcome for social, political, economic, technological, and ideological change in our culture(s).

Teaching Philosophy

All too often, I have overheard students in the buildings and on the sidewalks of universities describing courses in the following fashion: "It's a theory course" or "It's a practical course." On the one hand, students are dissatisfied when courses belabor what is common sense. On the other hand, they are even more dissatisfied when courses have no clear bearing on everyday life. One of the ways to bridge this dichotomy is to recognize that understanding is the joint product of theory and common sense. As Karl Weick aptly explains, "theory and research should focus on what people routinely overlook when they apply common sense. Theory should not be redundant with common sense; it should remind people of what they forget."

Ideally, then, my teaching philosophy for this course is to combine theory and practice as it relates to organizations. The assumption is that the two are mutually dependent. For instance, we all use implicit theories of the world around us to guide our behaviors. When those theories do not seem applicable to everyday life, then we adjust them accordingly. The same should hold true for the theories and practice of organizations. Through course readings, we will examine various theories of organizations. Each theory should be judged according to its applicability to today's organizations. One of the ways this applicability will be tested is through a study of an organization chosen by you. By studying your own experiences within an organization, you should develop the critical thinking skills to determine which theories are applicable and which theories are not. You should also gain an appreciation for what "works" and what "doesn't work" in your organization.

To further understand the relationship between theory and practice, however, also requires class participation. We can further our understandings of the diverse nature of organizational life when we each contribute our own organizational experiences. In this respect, the course is a joint accomplishment. I will contribute my specific areas of expertise and knowledge. You are expected to contribute your own experience as a basis to critically examine theories from the readings. Choosing not to contribute, then, denies your fellow students the opportunity to learn from you. Because each of you should feel free to contribute to class discussions, respect for others' opinions is quite important. In the spirit of this idea, I would like the following quote by Milan Kundera to guide our discussions:

> The stupidity of people comes from having an answer for everything.
> The wisdom of the novel comes from having a question for everything.

Assignments

Work Interview Presentation	30%
Reaction Papers	20%
Final Exam: Organizational Analysis	30%
Participation	20%

Operating Procedures

To facilitate the overall success of the course and to develop a sense of professionalism, I will expect you to: 1) attend class sessions fully prepared to discuss the material corresponding to the date on the syllabus; 2) ask questions relevant to course materials; 3) engage in discussion about the material with other students and myself; and 4) turn in all assigned work on time and in a professional form (e.g., word-processed, free of spelling and grammatical errors, and demonstrating use of creative intelligence).

Full acknowledgment, using the American Psychological Association style manual (held in the library and accessible online) must be made when you quote, paraphrase, or use the work of others. If plagiarism is detected (including unacknowledged use of Internet sources), the

assignment will be returned unmarked with no grade for that segment of the course. As in the "working world," you will be expected to meet assigned deadlines. As a result, no extensions on assignments will be given. There should be no requests for extensions or any excuses if you plan ahead and begin assignments in a timely fashion to avoid last-minute problems. Doing so indicates a lack of professionalism and, similar to the working world, will negatively affect your performance evaluation.

As in a typical work setting, absences will be noted and will affect your performance evaluation. Each student will be allowed three absences, including both excused and unexcused. After the third absence, one-half letter grade will be deducted from your final grade. In addition, tardiness will be noted as a lack of preparation and professionalism and will also negatively impact your performance evaluation. Surfing the internet or using email/text messages during class will negatively affect your participation grade, as well. Laptop computers should only be used for taking notes.

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve.

University of North Carolina at Chapel Hill Honor Code

All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult honor.unc.edu.

Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times and the submission of work signifies understanding and acceptance of those requirements. Please consult with me if you have any questions about the Honor Code.

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. Your full participation and observance of the honor code is expected.

It is the responsibility of the student to read and understand any additional policies, laws, rules, or procedures that could affect the final grade for this course which are not specifically outlined in this syllabus. These are contained in the University of North Carolina, Chapel Hill Undergraduate Bulletin.

Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Performance Evaluation Standards

Specific criteria for each assignment are included in the instructions in this syllabus. In addition, I will also use these general evaluation criteria:

A Grades
Excellent work. There is a clear focus on what the assignment should achieve and it is structured accordingly. The assignment is well-written and free of errors. There is clear evidence of a thoughtful and original approach. The student has developed opinions on the issues being considered and can explain and support those opinions persuasively. The relevant literature and class material have been considered and integrated into the assignment, with appropriate referencing. Where research has been carried out, the method used is appropriate and well-explained.

B Grades
Above average. The assignment is effectively planned, organized, and written. The student has a clear understanding of the topic and has read enough to be familiar with key concepts and/or theories from the course. There is evidence that the student has developed individual ideas, can explain them clearly, and can integrate them with course material.

C Grades
Average. The basic requirements of the assignment have been met. The student has a general understanding of the topic and has written the assignment so that it can be clearly understood. Use of relevant course material is made.

D Grades
Poor. The student has not met the minimum requirements of the assignment. The topic is not well-understood and there is little evidence of understanding course materials. The assignment is poorly written and lacks logic and supporting evidence for ideas.

F Grades
Unacceptable. The student has not met the basic requirements of the assignment.

A Reminder:

It is said that the most important things to know about a group of people are the things they themselves take for granted. Yet it is precisely those things that the people find most difficult to discuss.

William Foote Whyte
Men at Work

Monday, May 17

Topic: Course Introduction

Key Questions:
- What is work and how has it been constructed in different cultures, globally?
- How has the production of organizations developed historically?
- What are the various metaphors for organizational research and practice?
- What, if anything, can we assume about persons based on their jobs?
- What is the relationship between work and identity in various cultures?
- What are some of the mistakes we often make in pursuing careers?
- How can we engage in work that is passionate and meaningful?

Reading:
Case Study: Patagonia – United States

Tuesday, May 18

Topic: Organizations and Everyday Life in a Global Economy

Reading:
OCAG Preface
OR 39-43, "Your Job Reveals Nothing About You"
OR 307-315, "Death of a Salesman"

Case Study: AZ Milk Company – New Zealand

Key Questions:
- What, if anything, can we assume about persons based on their jobs?
- What is the relationship between work and identity?
- What are some of the mistakes we often make in pursuing careers?
- How can we engage in work that is passionate and meaningful?

Wednesday, May 19

Topic: The Changing World of Work

Reading:
OCAG Chapter 1

Case Study: Nike – Southeast Asia

Key Questions:
- Why study organizational communication?
- What are the various cultural trends that are reframing work and organizations?
- What are the characteristics of workaholics?
- What are the personal, social, and organizational consequences of workaholism?
- In what ways, if at all, do organizations promote workaholism?

Thursday, May 20
Topic: Defining Organizational Communication

Reading:
OCAG Chapter 2

Case Study: Meridian Energy – New Zealand

Key Questions:
- What are the differences between transmissional, transactional, strategic control, and creativity and constraint definitions of communication?
- What are the consequences of each definition for organizational practice?
- What is the relationship between self, others, and context in organizations?
- What are the implications of viewing individuals as "situated" and organizations as "dialogues?"
- What are the ethical considerations when using organizational ambiguity?

Reaction Papers Due

Friday, May 21
Topic: Four Perspectives of Organizational Communication: Classical Management

Reading:
OCAG Chapter 3
OR 415-419, "Nurturing Those Ideas"

Case Study + Field Study: Air New Zealand (offices in Auckland)

Key Questions:
- Why focus on theory?
- How are organizational theories partial, partisan, and problematic?
- What is the historical and cultural context for the classical approach of organizations?
- What are the assumptions of scientific management?
- What are the principles of bureaucratic organizations?
- How does a classical perspective impact organizational behavior?

Monday, May 24

Topic: Four Perspectives of Organizational Communication: Human Relations and Human Resources

Reading:
OCAG Chapter 3 continued
"On the Folly of Rewarding A While Hoping For B"
OR 105-121, "Moral Mazes: Bureaucracy and Managerial Work"

Case Study: Tata Motors - India

Key Questions:
- What is the historical and cultural context for the human relations approach to organizations?
- What were the Hawthorne studies and what was their impact on organizational theory and practice?
- How has the human relations perspective been institutionalized in organizations?
- What is the Protestant ethic and how has it shifted to a bureaucratic ethic?
- What are the signs of success and failure in organizations?

Tuesday, May 25

Topic:
Human Resources and Leadership

Reading:
"Followers Make Good Leaders Good"
OR 77-85, "Managing in the 90's: The Androgynous Manager"
OR 85-90, "The Postheroic Leader"

Guest Speaker:
The Warehouse Group

Key Questions:
- What is the relationship between leadership and quality?
- How can employees improve the leadership of their supervisors?
- What are the masculine and feminine styles of leadership?
- What is an androgynous style of leadership and what are its benefits for organizations?

Wednesday, May 26

Topic:
Four Perspectives of Organizational Communication: Systems Theory

Reading:
OCAG Chapter 4

Case Study: Westpac Banking Corporation – New Zealand

Key Questions:
- What is the historical and cultural context for the system approach to organizations?
- What other areas of research and practice use systems thinking?
- What are the various components of a system and how are they interrelated?
- How does using a systems perspective alter organizational practices?

Thursday, May 27

Topic:
Organizational Culture: Metaphors, Rituals, and Narratives

Reading:
OCAG Chapter 5
OR 177-188, "Games Mother Never Taught You"
OR 8-19, "This Woman Has Changed Business Forever"

Guest Speaker:
Fonterra Cooperative Group

Key Questions:
- How are organizational cultures "meaningful orders," "symbolic constructions," and "texts?"
- What is the historical and cultural context for the cultural approach to organizations?
- What are the various ways organizational practitioners have addressed organizational culture?
- What are the differences between the integration, differentiation, and fragmentation perspectives of organizational culture?
- What are the symbols of success and failure to consider in organizations?

Friday, May 28

Topic:
Cultural Studies of Organizations in a Global Context

Reading:

Case Study + Field Study: Waitangi (Treaty of Waitangi and the Te Ture Whenua Maori Act)
"Developing Decolonization Practice for Settlers: A Case Study of Aotearoa New Zealand"

Optional Side Excursion: Waipoua Forest

Guest Speaker:
Carter Holt Harvey

Monday, May 31

Topic: Work Interviews

Work Interview Presentations Due

Tuesday, June 1

Topic: Emerging Perspectives of Organizational Communication: Critical Theory

Reading:
OCAG Chapter 6
"Is Your Boss Spying on You?"

Case Study: Google - China

Key Questions:
- What is the historical and cultural context for critical theories of organizations?
- What are the various ways to conceptualize power and hegemony?
- How have feminist theories influenced organizational practice?
- What are the various strategies of organizational surveillance?
- What are the ethical considerations of surveillance?

Wednesday, June 2

Topic: Forms of Organizational Control and Resistance

Reading:
OR 232-241, "Intimidation Rituals: Reactions to Reform"
OR 221-232, "The Art of Saying No"
OR 258-261, "Senor Payroll"
OR 34-38, "Furniture Factory"

Key Questions:
- How do organizations use strategies of intimidation such as nullification, isolation, defamation, and expulsion?
- What are the consequences of intimidation for an organization's culture?
- What are some of the strategies that employees use to resist organizational control?

Case Study: The Warehouse Group – New Zealand

Thursday, June 3

Topic: Ethics, Corporate Social Responsibility, and Sustainability

Reading:
OCAG Chapter 7
OR 94-100, "The Parable of the Sadhu"

Case Study: Fisher and Paykel Health Care

Key Questions:
- To what extent are ethics a personal, group, organizational, or community issue?
- What constitutes an ethical organizational climate?
- How have various organizations responded to ethical dilemmas?

<div align="center">**Friday, June 4**</div>

Topic: The Future of Work and Decolonization

Reading:

Case Study + Field Study: Rotorua/ Mitai Maori Village
"Aotearoa/New Zealand: An Unsettled State in a Sea of Islands"

Optional Side Excursion: Waitomo Caves

Key Questions:
- What future trends in organizations should we anticipate?
- How can organizations "learn to learn?
- What are some new ways of organizing that are being developed?
- How can we develop mindful practices at work?
- What are some ways to enact conscious integrity in organizations?

<div align="center">**Monday, June 7**</div>

Final Exam: Organizational Analyses Due

Assignment: Reaction Papers (10%)

Due: Thursday, May 20

Length: 3 pages total (1 page per reaction paper)

Objective:

The purpose of this assignment is to provide you with insights regarding current trends and/or issues in organizational communication that may be relevant to your future work experiences.

Process:

For this assignment, you are to discuss 3 examples of work-related issues that are portrayed in the media. At least one of the media portrayals of work should be from a source in New Zealand. For example, you may react to stories in the media regarding sexual harassment, global labor conditions, affirmative action, corporate downsizing, mergers and acquisitions, safety hazards at work, new communication technologies, corporate CEOs, workplace daycare and eldercare options, the political influence of multinational organizations, flex-time, telecommuting, and organizational ethics, among others.

You should select 3 different interesting topics/issues that you have seen or heard in the media. They may be covered in: 1) international news magazines such as *Newsweek, Time, U.S. News and World Report*; 2) national and local newspapers such as *The Wall Street Journal, The New York Times,* and *The News and Observer*; 3) professional trade journals such as *Harvard Business Review, Sloan Management Review, Personnel, Human Resources, Business Ethics, and Public Relations*; 4) local or national television news programs; 5) television programs such as *20/20, Nightline,* and *60 Minutes*; 6) radio or TV talk programs such as *National Public Radio* or *Pacifica*; or 7) the Internet. If you use the Internet, keep in mind that not all web sites meet academic standards of credibility.

If the story was printed in the media, you should neatly copy, cut, and staple the article to the back of your reaction paper. If it was on television or radio, you should briefly summarize the story in 2-3 paragraphs and staple it to the back of your reaction paper.

In one page single-spaced for each reaction paper, you should react to the story with your opinions. Your reaction will not be evaluated based on whether we agree with it or not. However, your reaction should be persuasive and, therefore, reflect insights into the story as it relates to the course. Don't just react to the story without considering its connection to course concepts and/or theories. As in any other assignment, you should support your arguments to justify your position, especially in terms of course concepts. Your reactions should not reflect unsubstantiated opinion but, rather, well-argued and articulated views.

<u>Evaluation</u>:

Your reaction papers will be evaluated according to:

Selection of articles: the degree to which the selected topics are relevant to the course.

Content: the degree to which the main ideas in the articles are explained.

Analysis: the degree to which your views are linked to course concepts and/or theories, using well-supported arguments to defend your reactions.

Format: the degree to which the paper adheres to standards appropriate for university-level work.

Assignment: Work Interview Presentation (20%)

Due: Monday, May 31

Length: 5-7 minute in-class presentation

Objective:

The purpose of this assignment is to provide you with insights into the world of a global work environment through an in-depth interview. By conducting, transcribing, and analyzing a work interview, you should have a better understanding of how persons view and make sense of their work experiences in New Zealand. For instance, you may learn how they have made career choices, how they might have changed those decisions in retrospect, how their jobs have impacted their personal life and vice-versa, what they view as the advantages and disadvantages of current and past jobs, and what they would like to see changed in their particular workplace.

Process:

You should select one person in New Zealand to interview regarding his/her work experiences for approximately 30-45 minutes. Consider why you might select that particular person. For instance, is the person in a job similar to your career choice? Does the person hold a job that is unfamiliar, but of interest, to you? Does the person work for a company that interests you? Has the person had interesting or unusual work experiences that intrigue you? Ultimately, there are a wide variety of reasons for selecting a person to interview. You should decide for yourself what you would like to learn in the interview, based upon who you select. Although you may certainly learn something unexpected, let the assignment serve your own interests.

When selecting a person to interview, be sure to explain clearly what you are doing. Explain the assignment, how long the interview will last, and that the interviewee's name will be kept confidential and will not be shared with anyone other than the instructor (you may use a pseudonym if you prefer). Schedule an appointment with the person--either in person or on the phone--for the interview so that both of you are prepared and can have each other's undivided attention. The interview should be tape recorded and you should make sure your interviewee is comfortable being taped.

Although you may ask any questions that interest you, consider some of the following as possibilities:

What is your present job?
How long have you held the job?
What are some of the duties and responsibilities of the job?
How did you end up in your present job?
What are some other jobs you have held?
How do those jobs compare with your present job?
What do you like about your job?
What do you dislike about your job?

What changes would you make to improve your job or organization?
How has your job affected your personal life and vice-versa?
What is the relationship between your work and life in New Zealand?

In the end, ask the questions that interest you. For instance, you may focus more specifically upon a topical area such as dual career couples, women in the workplace, laid off workers, retired workers, manual laborers, managers, corporate politics, and so on.

Once you have conducted the interview, you should prepare a 5-7 minute presentation to the other students in the course. Begin your presentation by discussing why you chose your particular interviewee. Then, describe the interview, explaining what you learned from the interview. For example, what surprised you about the interviewee's comments? What was unexpected and out of the ordinary? What seemed more familiar and expected about the interviewee's comments? How, if at all, has your interview reaffirmed or altered your view of the person, the job, or work in general? Finally, indicate what you and other students can do with the information that you learned from the interview. As you present your information from the interview, apply course concepts and/or theories, where relevant.

Keep in mind that the focus of the interview presentation is not to summarize your interviewee's work experiences. Rather, it is to focus on: 1) what you learned about work from the interview and 2) how you and other students might make work-related decisions based upon what you learned in the interview. So, your presentation will depend upon your own personal interest in, and reaction to, the interview.

Evaluation:

Your work interview will be evaluated according to:

Selection of interviewee: the degree to which you select an interviewee whose interests and work experiences are relevant to your own and how effectively you indicate these connections.

Interview: the degree to which you asked questions that gathered appropriate, work-related information that is relevant to your professional goals.

Content: the degree to which you integrate relevant course concepts and theories.

Analysis: the degree to which you can identify what you learned from the interview and how you and other students can use that information.

Format: the degree to which the assignment adheres to standards appropriate for university-level work.

Assignment: Final Exam: Organizational Analysis (30%)

Due: Monday, June 7

Length: approximately 6-8 pages

Objective:

For your final exam, you are to integrate course concepts/theories and personal experience by analyzing an organization of your choice. The purpose is to help you develop a better understanding of the synthesis of organizational theory and practice, applying course concepts to your own organizational experience.

Process:

Ideally, you should be quite familiar with the organization (i.e., you were a current or past member of the organization) that you select. The organization you choose to study may be either for-profit or non-profit (including fraternities and sororities, religious organizations, campus organizations, social service agencies, etc.). In short, your analysis is not dependent upon choosing a large, multinational organization. Many of the concepts and theories from the course should still apply to smaller, less formal organizations. If, for some reason, they don't apply, then that may be a useful starting point for your analysis.

Once you have selected an organization to study, consider the important features/characteristics of it, from your point of view. Begin your analysis by writing down critical incidents within the organization that you think are significant and interesting. For instance, you may notice that the organization has an interesting set of narratives about bosses. You may realize that struggles over power and control between superiors and subordinates are a recurring problem. You may notice that the organization is run much like a machine with a strong hierarchy, direct chain of command, and rigid job descriptions. You may consider the organization's relationship with its environment (e.g., the marketplace, consumers, the general public, etc.). Or you may notice the socialization rituals that are used to develop a sense of community within the organization. There are a wide variety of options available to you. Ultimately, however, your analysis of the organization should begin with your own experience within it.

Once you have listed some of the important features and incidents within the organization, turn to course readings/discussions to analyze them. For example, you may analyze the organization's bureaucracy from a classical management or critical perspective. You may view the organization as one large system or you may view it from a cultural perspective. The broad perspectives we study in the course (classical management, human relations, systems, cultural, critical, and postmodern) are possible starting points for this analysis. Or you may choose to analyze one specific topic within the organization such as narratives, power, hierarchy, leadership, decision-making, feedback, loose coupling, bounded rationality, and hegemony, among others. Similarly, you may choose to select several of these concepts that are relevant to furthering an understanding of the organization. In the end, you will choose the theories and/or

concepts that are useful to better understand the organization. That is, begin with your experience within the organization and use course material to explain it, rather than vice-versa.

Paper Structure:

You should begin your analysis with a brief, historical overview of the organization that should include the following:

Name of the organization (or pseudonym)
Product or service of the organization
Organizational structure (size, units or departments, mission statement, employees)
Your role in the organization

In the body of your analysis, you should seek to better understand the dynamics of your organization, using course concepts and theories. As noted above, you may select any number of specific theories and/or concepts to better understand your organization. Where relevant, outside sources should be used to further strengthen the analysis of your organization. Be sure to identify representative examples of the paper's topic to support your arguments. For example, if you identify interesting narratives about gender relations in the organization, be sure to include some representative examples of the stories and what they mean in that particular organization. That is, you should include both description (what stories are told) and analysis (why the stories are told and what impact they have within the organization) in the body of your paper.

Finally, you should also offer recommendations to address the problems that you have identified within your organization. These should be directly related to your analysis and should be realistic, pragmatic, and useful for the organization.

Evaluation:

Selection of an organization: the degree to which you have chosen an appropriate organization that is quite familiar to you.

Content: the degree to which specific examples or critical incidents are drawn from your experience to describe the organization.

Analysis: the degree to which organizational problems are clearly identified and course concepts and/or theories are used to analyze them in a coherent manner.

Format: the degree to which the paper adheres to standards appropriate for university-level work.

COMM 393.001

Internship in Communication

Note: The Internship Coordinator for Study Abroad in New Zealand for the summer of 2021 will be Dr. Steve May, Associate Professor of Communication. Professor May will coordinate, supervise, and evaluate all components of the internship, including application and course requirements.

Steps for Applying for Internships (from the Department of Communication website)

Find an internship: The list of available internships for the Summer 2021 Study Abroad program in New Zealand will be made available to students from Dr. Steve May, Internship Coordinator, as well as the Study Abroad Office and the provider (to be determined) for the program. Students may be advised by Dr. Steve May and/or Dr. Eric Watts, Director of Internships in Communication, regarding the most appropriate internships.

Fill out the online Internship Application completely before you begin your internship. This application requires, among other things, email verification from your on-site supervisor. It is your responsibility to solicit this verification; it is not automated. Your internship has to contribute to your education as a Communication major and your application must demonstrate the educational merit of your internship.

Email one PDF copy of your official transcript (which can be printed from Student Central) to the internship course coordinator.

All applications for internship credit must be approved before you begin work at your internship. You can apply for an internship as far in advance of your start date as you would like. The application deadline for the Summer Study Abroad Internship in New Zealand is May 1, 2021

The internship coordinator will let you know by email if your internship application has been approved.

You will receive academic credit for your internship if you enroll in and successfully complete COMM 393.

COMM 393 does not follow a regular schedule. Professor May will serve as your internship coordinator. You will work with him to create a project that applies curricular content from the major and furthers your career. You will have specific deadlines for this project. Please see the sample syllabus and final project options for more information.

Rules and Restrictions for Internship Credit

The Internship course is for Communication majors. Student interns who are not majors in Communication may apply for Comm 391 credit, as an alternative.

You must have completed at least 9 hours in the major prior to your internship in order to be eligible. Exceptions will be made for non-majors.

The Internship Application must be completed by the dates described under "Steps for Applying for Credit." No applications will be approved if the internship work has already started.

You must have a GPA of at least 2.5 in order to receive credit for an internship. If you want to appeal this requirement, you must fill out an additional Internship Appeal Form. Email it to the appropriate internship coordinator. S/he will make a decision regarding your appeal. However, no appeal is approved until you have gathered signatures from the following people:

Dr. Eric Watts, Director of Internships

Dr. Sarah Dempsey, Director of Undergraduate Studies

Dr. Patricia Parker, Department Chair

The number of credit hours granted depends on the number of hours actually worked. Students completing 120 hours of on-site work can earn up to 3 hours of academic credit. Students working 40 hours can earn 1 hour of academic credit. Anyone working 100 hours or more fulfills the Experiential Education Requirement.

No student may earn more than 3 credit hours for internships in the Department of Communication or 12 credit hours for internships and/or independent studies across departments.

Credit for COMM 393 counts as general university elective credit and cannot be used to fulfill the 30 hours required for completion of the COMM major. It does, however, count towards the 120 hours needed for graduation.

Students are required to be present in an actual workplace for at least 50% of hours worked. If you would like to appeal this requirement for your internship, please contact the appropriate internship coordinator. Exceptions may be made for some types of internships that are suited to off-site work.

You are required to complete your on-site evaluation of the internship and also have your supervisor submit an evaluation of your performance for you to receive internship credit. Your internship coordinator will contact you on how to submit these forms. In order to avoid complications, it is best if you get a copy of your On-Site Supervisor Evaluation Form before you leave the internship. You cannot be graded without this form.

Course Description

The goal of this course is to reflect critically and constructively on your academic internship and consider how you would like to build on your internship experiences. This includes exploring how your internship relates to your coursework in Communication, your professional skills, your career goals, and your personal development. In order to meet these goals, you will complete various assignments on the professional and academic resources available to you as you use your internship experience to move forward, academically and professionally.

Assignments

The graded components of this course will be completed in person, via email, or through submission in Sakai's Dropbox. See each individual assignment for more information on how to submit it.

When submitting documents to the Sakai Dropbox, make sure that you include your last name and the assignment description in the filename.

Course Components	Points
Journal	30
Intern's Evaluation of Organization	10
On-site Supervisor Evaluation Form	30
Final Paper/Project	30
Total	100

Journal: 30 points

Students are required to maintain a journal detailing their experiences, observations, and reflections during their internship. This journal should be in complete sentences, typed, and turned in by the listed due date. Submit to Sakai's Dropbox.

Due during the last week of the internship

Intern's Evaluation of Organization: 10 points

Interns are required to fill out an evaluation of the sponsoring organization. This document is for internal purposes only and used to inform future internship students about potential internship placements. The document will not ever be released to the sponsoring organization by the Department of Communication, although you may choose to share your evaluation with them if

you prefer. This form is found on the internship section of the Communication website. Submit to Sakai's Dropbox.

Due during the last week of the internship

On-site Supervisor Evaluation Form: 30 points

The student's internship supervisor should complete the evaluation from the Communication website. This form should be completed before the student leaves the internship and turned in by the due date. Please have your supervisor email the form to: skmay@email.unc.edu.

Due during the last week of the internship

Final Paper/Project: 30 points

The final assignment serves as a culmination of your internship experience as it relates to your theoretical knowledge. The project is NOT purely a reflection on your experience but, rather, a project to build upon and extend *specific skills or knowledge* towards your career goals through a research paper or project. The identified skills or knowledge will come from your reflection on the internship. The paper or project will, ideally, strengthen your capacities to be competent and competitive in the field in which you interned as you prepare to apply for jobs, graduate school, etc.

This paper or project should apply communication theory or skills to the problem or questions identified upon reflecting on the internship experience. Please see the Resources folder in Sakai for some sample project assignments that you can complete.

Grading

Grades for final projects will be earned as follows:

- **A** level work far exceeds basic assignment requirements. The work is of excellent, outstanding quality.
- **B** level work exceeds the basic requirements for an assignment; the work is good to very good.
- **C** category work meets the basic requirements of an assignment. The work is satisfactory.
- **D** work does not meet most of the basic requirements of the assignment; the work is poor.
- An **F** is usually given for work that is of extremely poor quality. The work typically fails to meet most of the requirements of an assignment or of the course.

Course Policies

Late assignments will lose 5 points for each day late.

The only exceptions to this policy will be assignments that are late because of a true emergency. Sickness does not constitute a true emergency unless you have a note from a

doctor. Technological problems are not true emergencies. Please plan ahead to make all your hardware and software are functioning properly and that you know how to use them.

If you are having trouble meeting a deadline for any reason, please contact me well in advance so we can discuss potential solutions.

UNC
COLLEGE OF ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF COMMUNICATION

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PATRICIA S. PARKER
Associate Professor and Chair

October 29, 2019

Dear Members of the Study Abroad Advisory Board:

Please accept this letter as support for Dr. Steve May's study abroad program, "Working Globally," which includes COMM 325 (Introduction to Organizational Communication) and COMM 393 (Internship in Communication).

The courses meet the Department of Communication's objectives in several ways.

First, our department has been working with the Study Abroad Office to further strengthen COMM students' participation rate in study abroad courses. A faculty-led course is one of the best ways to shepherd that increase, particularly since COMM 325 is a central course in one of our largest concentrations (Interpersonal and Organizational Communication), with approximately 300+ students. Additionally, COMM 325 a pre-requisite for several upper-level courses in the major. The two courses are also relevant to the other concentrations in the major, as well.

Second, because the COMM major has higher percentages of under-represented groups (e.g., race, ethnicity, student-athletes) relative to study abroad, the courses will potentially provide an access point for underserved students.

Finally, the program will also further strengthen long-standing relationships our department has with Communication colleagues in New Zealand. Overall, these courses will allow our department to offer our students a substantive pair of courses that are central to our curriculum and relevant to our students' professional development.

I'll close by saying that Professor May is an excellent instructor who will deliver on the promise of this course's unique offering for study abroad students. Professor May's COMM 325 course will introduce students to work-related changes in today's global economy. A study abroad course that explores the historical and cultural practices of work gives our students a unique opportunity to experience, firsthand, different ways of working in other cultures. In a global economy, our students need to be aware of the various forms of work common to different cultures. When combined with a hands-on internship experience in COMM 393, our students will be able to integrate theory and practice, as a result of the program.

Overall, we believe that the program is a good fit for our department's curricular needs and will hopefully, in time, further strengthen additional faculty and student interest in study abroad.

Sincerely,

Patricia S. Parker

Study Abroad Course Itinerary

Program Name - Working Globally

Course Name and Number - Communication 325

Credit Hours - 3

Tentative Dates	Location (classroom or other venue)	Topic/Activity	Contact Hours
17-May	Classroom	Course Introduction	2
18-May	Classroom	Organizations and Everyday Life in a Global Economy	2
19-May	Classroom	The Changing World of Work	2
20-May	Classroom	Defining Organizational Communication	2
21-May	Field Excursion - Visit Air NZ	Classical Management Approach	3
24-May	Classroom	Human Relations Approach	2
25-May	Classroom	Leadership	2
26-May	Classroom	Systems Approach	2
27-May	Classroom	Organizational Culture Approach	2
28-May	Field Excursion - Waitangi	Organizational Culture in Global Context; Treaty of Waitangi	5
31-May	Classroom	Work Interview Presentation	2
1-Jun	Classroom	Critical Approach	2
2-Jun	Classroom	Control and Resistance	2
3-Jun	Classroom	Ethics, CSR, and Sustainability	2
4-Jun	Field Excursion - Rotorua	The Future of Work and Decolonization; Maori Village/Business	5
7-Jun	Classroom	Final Exam: Organizational Analyses	2

| | 39 |

CURRICULUM VITAE

STEVEN K. MAY

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August, 2019

EDUCATION

Ph.D.   University of Utah, Salt Lake City, Utah, 1988-1993
Department of Communication
Major Areas: Organizational Communication, Cultural Studies

Dissertation: *Employee Assistance Programs and the Troubled Worker: A Discursive Study of Knowledge, Power, and Subjectivity*

Advisor: Leonard Hawes

M.A.   Purdue University, West Lafayette, Indiana, 1983-1985
Department of Communication
Major Areas: Organizational Communication; Mass Communication

Advisor: Linda Putnam

B.A.   Purdue University, West Lafayette, Indiana, 1979-1983, *summa cum laude*
Department of Communication
Majors: Journalism; Public Relations

PROFESSIONAL EXPERIENCE

Associate Professor, University of North Carolina at Chapel Hill, 2000-present

Assistant Professor, University of North Carolina at Chapel Hill, 1993-1999
Department of Communication

AREAS OF SCHOLARSHIP

Organizational Communication, Corporate Social Responsibility, Organizational Ethics, Cultural Dimensions of Work, Critical Theory, Post-Structuralism

HONORS

Outstanding Book Award, National Communication Association, Organizational Communication

   The Debate over Corporate Social Responsibility, 2007

   Engaging Organizational Communication Theory and Research: Multiple Perspectives, 2005

Outstanding Book Award, National Communication Association, Public Relations

   The Handbook of Communication and Corporate Social Responsibility, 2011

Outstanding Book Award, National Communication Association, Communication Ethics

   The Handbook of Communication Ethics, 2011

Faculty Administrator Development Program 2018-2019

Thorp Faculty Engaged Scholar, 2015 - 2016

Arthur W. Page Center Ethics Scholar, 2008

Houle Engaged Scholar, 2008

Robert Wood Johnson Legacy Scholar, 2006

Ethics Fellow, The Parr Center for Ethics, 2006 - present

Leadership Fellow, The Institute for the Arts and Humanities, 2003

Ned Brooks Award for Service-Learning, 2002

Marriner S. Eccles Graduate Fellowship in Political Economy, 1991

University of Utah Research Fellowship, 1990

Outstanding Teacher Award, Graduate Student Association, 1990

President's Outstanding Teacher, 1986

Bruce Kendall Award for Excellence in Teaching, 1985

BIBLIOGRAPHY

Books

   Ihlen, O., Bartlett, J., & May, S. (Eds.). (2011). *Handbook of communication and corporate social responsibility*. Boston, MA: Wiley-Blackwell.

   Cheney, G., May, S. K., & Munshi, D. (Eds.). (2011). *Handbook of communication ethics*. New York: Routledge.

May, S. K., Cheney, G., & Roper, J. (Eds.), (2007). *The debate over corporate social responsibility*. New York: Oxford University Press.

May, S. K. (Ed.), (2006). *Case studies in organizational communication: Ethical perspectives and practices*. Thousand Oaks, CA: Sage. (2nd edition in 2013)

May, S. K., & Mumby, D. (Eds.), (2005). *Engaging organizational communication theory and research: Multiple perspectives*. Thousand Oaks, CA: Sage.

Chapters

May, S.K. (forthcoming). Organizational ethics and corporate social responsibility. *Oxford research encyclopedia of communication*. New York: Oxford University Press.

May, S.K., Fyke, J., & Miller, K. (2019). Ethics, corporate social responsibility and sustainability. In R. Mitra & J. McDonald (Eds.). *Movements in organizational communication research: Current issues and future directions* (pp. 56-77). London: Routledge.

May, S.K. (2018). Labor, communication and culture. *Oxford Encyclopedia of Communication and Critical Studies* (pp. 1-22). New York: Oxford University Press.

May, S. K. (2017). Organizational ethics. In M. Allen (Ed.). *The SAGE encyclopedia of communication research methods* (pp.1159-1161). Thousand Oaks, CA: Sage Publications.

May, S.K. (2017). Case studies. In C. R. Scott & L. Lewis. *The international encyclopedia of organizational communication* (pp.209-221). Chichester: Wiley-Blackwell.

May, S.K. (2016). Corporate social responsibility. In C. Carroll (Ed.), *SAGE encyclopedia of corporate reputation* (pp. 217-221). Thousand Oaks, CA: Sage.

May, S.K. (2016). Corporate social responsibility and employee health. In T. Harrison & E. Williams. *Organizations, communication, and health* (pp.187-203). New York: Routledge.

May, S.K. (2015). Corporate social responsibility and water management in India. In J. P. Fyke, J Faris, & P. M. Buzzanell (Eds.), *Cases in organizational and managerial communication: Stretching boundaries* (pp. 169-174). New York: Routledge.

Satterlund, A. M., & May, S.K. (2015). Employee volunteerism programs and community engagement: Commitment, identification, and impact. In J. F. Mize & M. W. Kramer (Eds.), *Case studies of nonprofit organizations and volunteers* (pp. 163-168). New York: Peter Lang Publishing.

May, S. K. (2015). Case study methods. In K. Brown, R. Hayles, B. LaBrack, M. Paige, N. Rao, & S. Ting-Toomey (Eds.), The *SAGE encyclopedia of intercultural competence* (pp.41-44). Thousand Oaks, CA: Sage Publications.

May, S. K., & Roper, J. (2014). Corporate social responsibility and ethics. In L. Putman & D. Mumby (Eds.). *The SAGE handbook of organizational communication: Advances in theory, research, and methods* (pp. 767-789). Thousand Oaks, CA: Sage.

Ihlen, O., May, S.K., & Bartlett, J. (2014). Four aces: Bringing communication perspectives to corporate social responsibility. In R. Tench, W. Sun, & B. Jones (Eds.), *Communicating corporate social responsibility: Perspectives and practice (Critical studies on corporate responsibility, governance and sustainability, Volume 6)* (pp. 25-39). Bingley, UK: Emerald Group Publishing Ltd.

Bartlett, J., Ihlen, O., & May, S. K. (2012). Organisations behaving badly: The role of communication in understanding corporate social irresponsibility and CSR. In R. Tench, W. Sun, & B. Jones (Eds.), *Corporate social irresponsibility* (pp.149-176) Bingley, UK: Emerald Group Publishing Ltd.

May, S. K. (2011). Activating ethical engagement through communication in organizations: Negotiating ethical tensions and practices in a business ethics initiative. In L. Frey & K. Carragee (Eds.), *Communication activism, volume 3* (pp. 325-365). New York: Hampton Press.

May, S. K. (2011). Organizational communication and corporate social responsibility. In O. Ihlen, J. Bartlett, & S. May (Eds.), *Handbook of communication and corporate social responsibility* (pp. 87-109). Boston, MA: Wiley-Blackwell.

Ihlen, O., Bartlett, J., & May, S. (2011). CSR and communication. In O. Ihlen, J. Bartlett, & S. May (Eds.), *Handbook of communication and corporate social responsibility* (pp. 3-23). Boston, MA: Wiley Blackwell.

Ihlen, O., Bartlett, J., & May, S. (2011). Reconsidering CSR. In O. Ihlen, J. Bartlett, & S. May (Eds.), *Handbook of communication and corporate social responsibility* (pp. 550-571). Boston, MA: Wiley Blackwell.

Schaefer, Z., Conrad, C., Cheney, G., May, S., & Ganesh, S. (2011). Economic justice and communication ethics: Considering multiple points of intersection. In G. Cheney, S. May, & D. Munshi (Eds.), *The handbook of communication ethics* (pp. 436-456). New York: Routledge.

Cheney, G., Munshi, D., & May, S. (2011). Encountering communication ethics in the contemporary world: Principles, people, and contexts. In G. Cheney, S. May, & D. Munshi (Eds.), *The handbook of communication ethics* (pp. 1-11). New York: Routledge.

May, S. K. (2009). Transforming the ethical culture of organizations. In J. Friedman (Ed.), *Doing well and good: The human face of the new capitalism* (pp. 87-112). Charlotte, NC: Information Age Publishing.

May, S. K. (2008). Reconsidering strategic corporate social responsibility: Public relations and ethical engagement of employees in a global economy. In A. Zerfass, B. van Ruler, & K. Sriramesh (Eds.), *Public relations research: European and international perspectives and innovations* (pp. 365-383). Wiesbaden, Germany: VS Verlag fur Sozialwissenschaften.

May, S. K. (2003). Corporate counseling: Convergence or divergence of employee and employer interests? In. J. Keyton & P. Schockley-Zalaback (Eds.), *Case studies for organizational communication: Understanding communication processes* (pp. 307-319). New York: Roxbury.

May, S. K., & Morrison, L. (2003). Making sense of restructuring: Narratives of accommodation among downsized workers. In J. Cowie & J. Heathcott (Eds.), *Beyond the ruins: The meanings of deindustrialization* (pp. 248-276). Albany, NY: SUNY Press.

May, S. K. (1993). The modernist monologue in organizational communication research: The text, the subject, and the audience, In George Barnett & Lee Thayer (Eds.). *Communication and organizations: Emerging perspectives* (pp. 1-19). Norwood, NJ: Ablex.

Articles

Fyke, J.P., Bonewits-Feldner, S., & May, S.K. (2016). Righting the business-society relationship: A critique of discourses of social change. *Business and Society Review, 12*(2), 217-245.

Zhu, J., May, S. K., & Rosenfeld, L. (2004). Information adequacy and job satisfaction during merger and acquisition. *Management Communication Quarterly, 18*, 241-270.

Rosenfeld, L., Richman, J., & May, S. K (2004). Information adequacy, job satisfaction, and organizational culture in a dispersed-network organization. *Journal of Applied Communication Research, 32*, 28-54.

May, S. K. (2002). Challenging change. *Management Communication Quarterly, 16*, 419-433.

Nye, S. & May, S.K. (2000). EAPs and employment labor laws. In S. Nye (Ed.), *Employee assistance law answer book. 2nd edition* (pp. 239-268). New York: Panel Publishers.

May, S.K. (1999). Therapy at work. *At Work*, 12-18.

May, S. K. (1997). Health care and the medicalization of work: Policy implications. In *Marriner S. Eccles Biennial Policy Yearbook* (pp. 6-36). Salt Lake City, UT: University of Utah.

Woodward, M., Rosenfeld, L., and May, S. K. (1996). Gender differences in social support in sororities and fraternities. *Journal of Applied Communication Research, 47*, 260-272.

May, S. K. (1995). The Yellowstone fires as social drama: Managing the discourses of death/rebirth and labor/leisure. *Proceedings of the Conference on Communication and Our Environment*. University of Tennessee, Chattanooga, 45-57.

May, S. K. (1994). Computer technology and the ethics of time/space, bodies, and sight. *Proceedings of the National Communication Ethics Conference, Volume 3*, Annandale, VA: Speech Communication Association, 289-298.

May, S. K. (1993). Organizational paradigms and metaphors, *Communication Education, 42*, 234 -254.

Additional Publications

May, S. K. (2015). Organizational ethics and quality of work life. In J. Yamaskai, P. Geist-Martin, & B. F. Sharf (Eds.), *Communicating health: Personal, cultural, and political complexities* (pp. 116-117). Long Grove, IL: Waveland.

May, S.K. (2014). Organizations, stakeholders, and conflict. In L. Putman & D. Mumby (Eds.). *The SAGE handbook of organizational communication: Advances in theory, research, and methods* (pp. 589-594). Thousand Oaks, CA: Sage.

May, S. K. (2008). Book Review of Organizational discourse: A language-ideology-power perspective. *Language in Society, 37*(4), 593-596.

May, S. K., & Zorn, T. (2003). Communication and corporate social responsibility. *Management Communication Quarterly, 16*, 595-598.

May, S. K. (2003). Representing others in research: Textual engagement or textual paralysis? Book review of Writing organization: (Re)presentation and control in narrative at work. *Contemporary Psychology: APA Review of Books*, 809-811.

May, S. K., & Zorn, T. (2002). Forum introduction: Challenging change. *Management Communication Quarterly, 16*, 416-418.

May, S. K., & Zorn, T. (2002). Knowledge management and/as organizational communication. *Management Communication Quarterly, 16*, 237-241.

May, S. K. (2002). Book review of Writing workplace cultures. *Rhetoric and Public Affairs, 5*, 554-555.

May, S. K. (2002). The language dilemma. *Management Communication Quarterly, 15*, 601-602.

Zorn, T., & May, S. K. (2002). Auditing the communication audit. *Management Communication Quarterly, 15*, 439-441.

May, S. K., & Zorn, T. (2001). Organizational communication and the quality of work life. *Management Communication Quarterly, 15,* 100-102.

Zorn, T., & May, S. K. (2001). E-Commerce and the new economy. *Management Communication Quarterly, 14,* 616-618.

May, S. K., & Zorn, T. (2001). Gurus' views and business news: Popular management discourse and its relationship to management and organizational communication. *Management Communication Quarterly, 14,* 471-475.

Zorn, T., & May, S. K. (2000). Management communication in the age of globalization. *Management Communication Quarterly, 14,* 129-131.

Research in Progress – Books

May, S.K. *Corporate social responsibility: Virtue or vice?* Book is scheduled to be completed in September, 2019 for Polity Press.

May, S. K. *Working identities: Communication, ethics, and organizational life*. Book is scheduled to be completed in May, 2020 for Stanford University Press.

Cheney, G., May, S. K., & Munshi, D. (Eds.). *Handbook of communication ethics 2nd edition*. New York: Routledge. Contract for 2022 publication for Routledge.

May, S.K. *Ethics at work*. Data-gathering is complete for a book exploring ethical dilemmas at work.

Research in Progress - Articles and Chapters

Hernandez, M., & May, S. K. Creating effective ethical engagement in organizations through ethical infrastructure. (revised for *Journal of Business Ethics*).

May, S. K. Ethical dilemmas at work: Negotiating dialectical tensions. *Business and Society Review.*

Competitive Papers

May, S.K. (2019). *We love profits: Governmentality, CSR, and the prospect of ethics-based resistance.* Paper presented at the annual meeting of the International Communication Association Conference, Washington, D.C.

Ihlen, O., May, S.K., & Bartlett, J. (2011). *Four aces: Bringing communication perspectives to corporate social responsibility.* Paper presented at the Global CSR Conference, Amsterdam, Netherlands.

May, S. K. (2010). *Activating ethical engagement in organizations: Negotiating ethical tensions and practices in a business ethics initiative*. Paper presented at the annual meeting of the National Communication Association Conference, San Francisco, CA.

May, S.K. (2009). *Silencing ethics in the U.S. financial crisis*. Paper presented at the annual meeting of the International Communication Association Conference, Chicago, IL.

May, S. K. (2009). *Beyond compliance: Creating ethical and effective organizations*. Paper presented at the annual meeting of the National Communication Association Conference, Chicago, IL.

Hernandez, M. May, S. K., & Pickus, N. (2008). *Creating effective ethical engagement in organizations: The five principles model*. Paper presented at the annual meeting of the Academy of Management, Los Angeles, CA.

May, S.K. (2008). *Dialectical tensions in organizational ethics: Creating effective and ethical engagement*. Paper presented at the annual meeting of the National Communication Association Conference, San Diego, CA.

May, S.K. (2008). *Reconsidering strategic corporate social responsibility: Public relations and effective ethical engagement of employees in a global economy*. Paper presented at the annual meeting of the National Communication Association Conference, San Diego, CA.

May, S.K. (2008). *Working in/through ethical dilemmas: Enabling and constraining effective ethical engagement*. Paper presented at the International Labour Process Conference, Dublin, Ireland.

May, S.K. (2008). *The debate over corporate social responsibility*. Paper presented at the Association of Professional and Applied Ethics. San Antonio, TX.

May, S.K., Roper, J., & Cheney, G. (2007). *Corporate social responsibility: Where from and where to?* Paper presented at the annual meeting of the International Communication Association Conference, San Francisco, CA.

May, S. K. (2006). *Communication research and praxis in organizational studies.* Paper presented at the annual meeting of the National Communication Association Conference, San Antonio, TX.

May, S. K. (2006). *Organizational case studies as engaged, ethical pedagogy*. Paper presented at the annual meeting of the National Communication Association Conference, San Antonio, TX.

May, S. K. (2005). The emergence of the global citizen sector. Paper presented at the annual meeting of the National Communication Association Conference, Boston, MA.

Satterlund, A., & May, S. K. (2002). *Dialectical tensions of service-learning: Understanding the student/community partner relationship*. Paper presented at the 2nd annual International Conference on Service Learning Research, Nashville, TN.

May, S. K. (2001). *Radicalizing roots: Rethinking corporate social responsibility.* Paper presented at the pre-conference on Radicalizing Roots: Effecting Social Change Through Organizational Communication Scholarship, National Communication Association, Atlanta, GA.

May, S. K. (2000). *Restructuring organizations, restructuring identifications: Narratives of resistance among downsized workers*. Paper presented at the annual meeting of the International Communication Association, Acapulco, Mexico.

May, S. K. (2000). *Organizational communication and cultural studies: Paradoxes of positions*. Paper presented at the annual meeting of the National Communication Association, Seattle, WA.

May, S. K. (1999). *Workers' identity and control during downsizing: The therapeutic management of emotion*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

May, S. K. (1998). *Reworking market metaphors in academic institutions*. Paper presented at the annual meeting of the National Communication Association, New York, NY.

May, S. K. (1997). *Silencing the feminine in managerial discourse*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

May, S. K. (1997). *Organizational communication: Theoretical and conceptual issues*. Paper presented at the annual meeting of the International Communication Association, Montreal, Canada.

May, S. K. (1997). *Metaphors of downsizing*. Paper presented at the Alta Organizational Communication Conference, Alta, Utah.

May, S. K. (1996). *Reconstructing work, family, and identity among downsized workers*. Paper presented at the annual meeting of the Speech Communication Association, San Diego, CA.

May, S. K. (1996). *Health care and the medicalization of work*. Paper presented at the annual meeting of the Speech Communication Association, San Diego, CA.

May, S. K. (1996). *Managing a new social contract: Reconstructing work and identity in "downsized" organizations*. Paper presented at the annual meeting of the International Communication Association, Chicago, IL.

May, S. K. (1995). *Revisiting and reconsidering the human relations movement: The discourse of organizational counseling*. Paper presented at the annual meeting of the Speech Communication Association, San Antonio, TX.

May, S. K. (1995). *A critical rhetoric of industrial welfare: Incorporating employer and employee interests*. Paper presented at the annual meeting of the Speech Communication Association, San Antonio, TX.

May, S. K. (1995). *Flying the not-so-friendly skies: Organizational identification and resistance during an airline labor dispute*. Paper presented at the annual meeting of the Speech Communication Association, San Antonio, TX.

May, S. K. (1995). *Health care and the corporate body*. Paper presented at the annual meeting of the Speech Communication Association, San Antonio, TX.

May, S. K. (1995). *Therapeutic discourse in organizations*. Paper presented at the annual meeting of the Western States Communication Association, Portland, OR.

May, S. K. (1995). *The Yellowstone fires as social drama: Managing the discourses of death/rebirth and labor/leisure*. Paper presented at the Conference on Communication and Environment, Chattanooga, TN.

May, S. K. (1994). *Computer technology and the ethics of time/space, bodies, and sight*. Paper presented at the National Communication Ethics Conference, Kalamazoo, MI.

May, S. K. (1994). *Communication ethics, corporate colonization, and the politics of therapeutic discourse.* Paper presented at the National Communication Ethics Conference, Kalamazoo, MI.

May, S. K. (1992). *Employee assistance programs and the troubled worker: Theoretical and practical implications for organizational members*. Paper presented at the annual meeting of the Speech Communication Association, Chicago, IL.

May, S. K. (1991). *Disciplinary practices of employee assistance programs: An organizational analysis of power, knowledge, and the body*. Paper presented at the annual meeting of the Alta Conference on Interpretive Approaches to Organizational Communication, Alta, UT.

May, S. K. (1991). *The relationship between private and public life in American organizations: Employee assistance programs and corporate colonization*. Paper presented at the Conference on Communication in Japan and the United States, Fullerton, CA.

May, S. K. (1990). *Relocating the audience in mass media research: The case of talk show dialogue*. Paper presented at the annual meeting of the Speech Communication Association, Chicago, IL.

May, S. K. (1989). *Performing narratives of work: Evoking the elderly self*. Paper presented at the annual meeting of the Speech Communication Association, San Francisco, CA (Top Three Paper).

May, S. K. (1989). *Concertive forms of organizational control: The surveillance of work and identity*. Paper presented at the annual meeting of the Conference on Culture and Communication, Philadelphia, PA.

May, S. K. (1989). *Work and subjectivity: Therapies for/of cultural addiction.* Paper presented at the annual meeting of the Alta Conference on Interpretive Approaches to Organizational Communication, Alta, UT.

May, S. K. (1989). *A dialogic perspective on organizational communication research.* Paper presented at the annual meeting of the International Communication Association Conference, San Francisco, CA.

May, S. K. (1988). A critical examination of organizational culture: Power, history, agency/structure, and the researcher. Paper presented at the annual meeting of the Speech Communication Association, New Orleans, LA.

May, S. K. (1988). *Glasnost as capitalism: The production and consumption of the worker as subject*. Paper presented at the meeting of the Conference on Discourses of Power, Tempe, AZ.

May, S. K. (1986). *Organizational social support: Developments, difficulties, and a communicative model of structuration*. Paper presented at the annual meeting of the Northwest Communication Association, Coeur d' Alene, ID.

May, S. K., & McAllister, M. M. (1984). *Exploratory relationships between social interaction attributes and amount of television viewing*. Paper presented at the annual meeting of the Speech Communication Association Chicago, IL.

Invited Scholarly Presentations

"Organizational Ethics, Corporate Social Responsibility and Sustainability," Presented for the Professional Science Master's Program," Graduate School, University of North Carolina at Chapel Hill, 2018

"Confronting Ethical Dilemmas in Academic Administration." Presented for the Faculty Administrator Development Program, Chapel Hill, NC, 2018.

"Engaged Scholarship and the Professionalization of Academic Practice." Presented for the Carolina Center for Public Service, Chapel Hill, NC, 2018.

"Silencing Dissent: Naturalization and Reification of Contested Issues at Work." Presented for the Center for Media Law and Policy, Chapel Hill, NC 2018.

"Corporate Social Responsibility and the Ethics of Cross-Sector Collaboration." Presented for the Carolina Center for Public Service, Chapel Hill, NC, 2016.

"Ethics on the Fringes: Shareholder Value as a Logic for Misconduct in the Food Industry," Presented for the Institute for the Arts and the Humanities, Chapel Hill, NC, 2016.

"Ethics in a Global Context: Negotiating Ethical Dilemmas in Cross-Cultural Business," Tsinghua (China) Business Program, Chapel Hill, NC 2016.

"Power/Knowledge and the Inequalities of Workplace Ethics," Presented for the pre-conference on Organizing In/Equality in the New Economy, Las Vegas, NV, 2015.

"Corporate Social Responsibility and Global Social Justice," Presented for the World View Symposium, Chapel Hill, NC, 2015.

"Business Ethics and Global Partnerships in Emerging Markets," Presented for the Emerging Markets Conference, Kenan-Flagler Business School, Chapel Hill, NC, 2015.

"Beyond Compliance: Creating Aspirational Ethics at Work," Presented for the Professional Science Master's Program," Graduate School, University of North Carolina at Chapel Hill, 2014.

"Corporate Social Responsibility and Community Outreach," Presented for the American Mortgage Association Annual Meeting, Raleigh, NC, 2014.

"Corporate Social Responsibility and Civic Engagement," Presented for the Civic Dialogue and Leadership Conference, Texas A&M University, 2014.

"Communication and Employee Engagement in CSR," Presented for the Corporate Communication Commons, Marquette University, 2013.

"Business Ethics and Corporate Social Responsibility," Presented for the Program in the Humanities and Human Values, Chapel Hill, NC, 2012.

"Rereading Modernism, Postmodernism, and Communication Studies," Presented for the Charles W. Woolbert Award Panel, New Orleans, LA, 2011.

"Corporate Social Responsibility: Virtue or Vice?" Presented for the Parr Center for Ethics, University of North Carolina at Chapel Hill, 2010.

"Corporate Social Responsibility: Virtue or Vice?" Presented at the Copenhagen Business School, Copenhagen, Denmark, 2009.

"Global Dimensions of Corporate Social Responsibility." Presented at the Centre for Corporate Social Responsibility, Copenhagen, Denmark, 2009.

"Strategic Corporate Social Responsibility: Insights from the United States." Presented at the Communication Leadership Forum, Leipzig, Germany, 2008.

"Opportunities and Challenges in Corporate Social Responsibility." Presented to the Department of Communication Management, Leipzig, Germany, 2008.

"Discourses of Corporate Social Responsibility." Presented at the Association of Professional and Practical Ethics, San Antonio, TX, 2008.

"Communication, Stakeholders, and Corporate Social Responsibility." Presented at the Global Business Ethics Symposium, Waltham, MA, 2006.

"Ethics at work: Principles and Practices for Negotiating Ethical Dilemmas." Presented for the Seminar "The Moral Health of Institutions" at the National Communication Association Conference, Boston, MA, 2005.

"Corporate Scandals and the Ethical Contradictions of 'the Market.'" Presented for the Institute for the Arts and Humanities, University of North Carolina at Chapel Hill, October, 2004.

"Service-learning at a Research 1 institution." Presented for the NC Campus Compact Faculty Institute, Charlotte, NC, February, 2004.

"Power, Leadership, and Governance in Academic Institutions." Presented for the Psychodynamics Group, American Society of Training and Development, Research Triangle Park, NC, November, 2002.

"Psychodynamics During Organizational Transition: The Case of Downsizing." Presented for the Psychodynamics Group, American Society of Training and Development, Research Triangle Park, NC, March, 2002.

"Ethical Dilemmas and Case Studies in Organizational Communication." Presented for the Organizational Development Network, Raleigh, NC, January, 2002.

"The Relationships Among Information Adequacy, Job Satisfaction, and Organizational Culture in a Network-structured Health-care Organization," Presented to Aston University Visiting Scholar's Program, Birmingham, England, March 2002 (with Lawrence Rosenfeld and Jack Richman).

"Creating and Developing Successful Teams: Opportunities and Challenges in Service-learning Courses." Presented for the Elon University Service Learning Institute, Elon, NC, February, 2002.

"Academic Leadership and Team-based Work: Managing Dialectics of Change. Presented for Bridges: Academic Leadership for Women, University of North Carolina at Chapel Hill, December, 2001.

"Where Did All the Hard Work Go? Tensions and Misconceptions Between Baby Boomers and Gen Xers at Work." Presented for the Organizational Development Network, Research Triangle Park, NC, October, 2001.

"Academic Leadership and Team-based Work." Presented for Bridges: Academic Leadership for Women, University of North Carolina at Chapel Hill, December, 2001.

"Developing and Maintaining Successful Teams in Dynamic Environments." Presented for Bridges: Academic Leadership for Women, University of North Carolina at Chapel Hill, November, 2000.

"Labor Law and Employee Assistance Programs: Privacy, Confidentiality and Discrimination." Presented for Council of University Faculty, University of Toronto, Canada, January, 1999.

"Communication as Dialogue: The ethics of Public Discourse." Presented for the Birmingham Summit on Race, Poverty, and Inequality in the South, Sponsored by the DuPont Foundation, Birmingham, AL, October, 1998.

"Paradoxes of Team-based Work in Academic Institutions." Presented for Bridges: Academic Leadership for Women, University of North Carolina at Chapel Hill, October, 1998.

"The Ethics of Representation in Qualitative Research." Presented for The Institute for Research in Social Science, University of North Carolina at Chapel Hill, April, 1998.

"Constructing Effective Teams Through Collaborative Leadership." Presented for Bridges: Academic Leadership for Women, University of North Carolina at Chapel Hill, October, 1997.

"Making Sense of Organizational Communication: A Consortium for Doctoral Students." Presented for the International Communication Association, Montreal, Canada, May, 1997.

"Organizational Discipline and Surveillance." Presented for the School of Management Studies and Public Policy, University of Victoria, Wellington, New Zealand, April, 1997.

"Empowerment During Organizational Change: Risks and Reasons." Presented for the School of Management Studies and Public Policy, University of Victoria, Wellington, New Zealand, April, 1997.

"Labor Policy and Health Care Dilemmas." Presented for the Program in Business and Policy Studies, University of Otago, Dunedin, New Zealand, March, 1997.

"Ethical Contradictions in University Employee Assistance Programs." Presented for the University of Waikato Faculty Union, Hamilton, New Zealand, March, 1997.

"Foucault and Organizational Studies." Presented for the School of Management Studies, University of Waikato, Hamilton, New Zealand, February, 1997.

"The Rhetoric of Downsizing." Presented for the School of Management Studies, University of Waikato, Hamilton, New Zealand, January, 1997.

"Qualitative Methods in Critical Organizational Communication Research: Negotiating Ethical Dialectics." Presented for the Institute for Research in Social Science, University of North Carolina at Chapel Hill, September, 1996.

"Foucault's Genealogy and Archaeology: Re-conceptualizing Power, Discourse, and Subjectivity." Presented for the Department of Speech Communication, University of North Carolina at Chapel Hill, February 1992.

"The Use of 'Rational' Arguments in a Counter-rational Organization." Presented for the Department of Communication Colloquium, University of Utah, Salt Lake City, March, 1991.

"The Discourse of the Yellowstone Fires: A Dialogical Social Drama." Presented for the Department of Communication Colloquium, University of Utah, Salt Lake City, February, 1990.

"Strategies and Tactics of Retirement: Elderly Work Narratives and Everyday Life." Presented for the Department of Communication Colloquium, University of Utah, Salt Lake City, October, 1989.

"Assumptions and Issues in Qualitative and Quantitative Research Methods," (with Dr. James Anderson and Dr. Larry Browning), Presented for the Department of Communication Colloquium, University of Utah, Salt Lake City, December, 1988.

TEACHING

Associate Professor, University of North Carolina at Chapel Hill, 2000-present

Assistant Professor, University of North Carolina at Chapel Hill, 1993-1999
Department of Communication Studies

Undergraduate Courses
Introduction to Organizational Communication
Organizational Communication
Organizational Ethics
Organizational Communication and Service-Learning
Communicating and Organizing for Social Entrepreneurs
Small Group Communication
Social Theory and Cultural Diversity

Graduate Courses
Seminar: Communication and Corporate Social Responsibility
Seminar: Current Trends in Organizational Communication
Seminar: Critical Perspectives in Organizational Communication
Seminar: Michel Foucault
Communication Research Methods (with Dr. Michael Waltman)
Communication and the Social (with Dr. Torin Monahan)

Executive MBA Courses
Ethics in Business Management – OneMBA – Kenan-Flagler Business School
Ethics in Business Management – Weekend MBA, Kenan-Flagler Business School
Ethics in Business Management – Evening MBA, Kenan-Flagler Business School

Visiting Professor, University of Waikato, Hamilton, New Zealand, 1996-1997
Department of Management Communication

Undergraduate Courses
Organizational Communication

Graduate Courses
Seminar: Organizational Communication and Corporate Social Responsibility

Teaching Fellow, University of Utah, Salt Lake City, Utah, 1987-1991
Department of Communication

Undergraduate Courses
Organizational Culture
Introduction to Interpersonal Communication
Principles of Interviewing
Communication and Social Behavior
Communication Criticism
Analysis of Argument
Principles of Public Speaking
Introduction to Human Communication

Lecturer, Montana State University, Bozeman, Montana, 1985-1987
Department of Speech Communication

Undergraduate Courses
Senior Seminar in Organizational Communication
Small Group Communication in Organizations
Introduction to Small Group Communication
Technical and Professional Communication in Organizations
Introduction to Interpersonal Communication
Introduction to Public Speaking

Teaching Assistant, Purdue University, West Lafayette, Indiana, 1983-1985
Department of Communication

Undergraduate Courses
Organizational Communication
Introduction to Human Communication

GRANTS

Research

Awarded a $4,000 grant from the Center for Faculty Excellence for a project titled, "Communicating Corporate Social Responsibility among Cross-Sector Partners," principal investigator, 2017.

Awarded a $5,000 grant from the University Research Council for a project titled, "Working Identities: Communication, Ethics, and Organizational Life," principal investigator, 2017.

Awarded a $2,500 grant from the Ken Lowe fund to study work and identity, principal investigator, 2016.

Awarded a $10,000 grant from the Thorp Engaged Scholars program to study collaboration between corporations and non-governmental organizations, principal investigator, 2014.

Awarded a $5,000 grant from the Arthur W. Page Center for a project titled, "Handbook of Communication Ethics," principal investigator, 2008.

Awarded a $3,500 grant from the University Research Council for a project titled, "Ethics at Work: Negotiating Ethical Dilemmas," principal investigator, 2007.

Awarded a $10,000 grant from the Arthur W. Page Center for a project titled, "Ethics at Work: Principles and Practices of Ethics Codes," principal investigator, 2006.

Awarded a $7,500 grant from the Institute for Arts and Humanities at the University of North Carolina at Chapel Hill for its Ethics Fellows Program, principal investigator, 2004.

Awarded a $10,000 grant from the Institute for Arts and Humanities at the University of North Carolina at Chapel Hill for its Leadership Fellows Program, principal recipient, 2002.

Awarded a $1,000 Ueltschi grant from the A.P.P.L.E.S. Service Learning Program at the University of North Carolina at Chapel Hill for study and travel on university/community partner relationships, principal investigator, 2002.

Awarded a $3,000 IBM Fund Award from the Office of the Provost at the University of North Carolina at Chapel Hill, to study democratic representation in worker cooperatives, principal investigator, 1995.

Awarded a $4,000 Institute for Research in Social Science grant at the University of North Carolina at Chapel Hill to study therapeutic discourse in organizations, principal investigator, 1994.

Teaching

Awarded an $8,000 grant from the Carolina Entrepreneurial Initiative to develop a first-year seminar on organizational communication and social entrepreneurship at the University of North Carolina at Chapel Hill, principal instructor, 2005.

Awarded a $500 grant from the A.P.P.L.E.S Service Learning Program at the University of North Carolina at Chapel Hill, principal instructor, 2002.

Awarded a $500 Intellectual Life Grant, Johnston Center for Undergraduate Excellence at the University of North Carolina at Chapel Hill, principal instructor, 2002.

Awarded a $2,000 IBM Professional Development grant at the University of North Carolina at Chapel Hill, principal instructor, 2000.

Awarded a $500 Intellectual Life grant, Johnston Center for Undergraduate Excellence at the University of North Carolina at Chapel Hill, principal instructor, 2000.

Awarded an $8,000 Ueltschi Service Learning grant, A.P.P.L.E.S. Program at the University of North Carolina at Chapel Hill, principal instructor, 1999.

Awarded a $350 Center for Teaching and Learning grant for Course Enhancement of Communication Studies 123, Organizational Communication, at the University of North Carolina at Chapel Hill, principal instructor, 1997.

Awarded a $7,000 Ford Foundation grant to participate in a national documentary and education project called ism (n): College Students: Diversity and Community, principal instructor, 1996.

PROFESSIONAL SERVICE

Editor – Journal

Management Communication Quarterly (Forum), 1999-2003

Editorial Advisory Board

SAGE Media and Communication Video Collection, 2014-present

Associate Editor - Journals

Management Communication Quarterly, 1996-1998, 2003-present
Journal of Applied Communication Research, 1993-1996
Journal of Business Communication, 1995-1997
Electronic Journal of Radical Organizational Theory, 1997
Australian Journal of Communication, special issue, 1997
Communication Theory, special issues, 1996, 1997

Associate Editor – Books

Major works in organizational communication, 2005
The new handbook of organizational communication, 2011, 2012

Manuscript Reviewer – Journals

Communication Theory, 2007-present
Communication Monographs, 2006-present
Journal of Applied Communication Research, 2005-present
Journal of Family Communication, 2007-2011
Western Journal of Communication, 2007
Environmental Communication, 2011
Human Relations, 2007-present
Journal of Communication Studies, 2008-2010
International Journal of Management Studies Research, 2010-2011
Journal of Business Ethics, 2011-present
Organization, 2008-present

Manuscript Reviewer - Professional Associations

National Communication Association, Organizational Communication Division, 1993, 1995, 1999, 2005
National Communication Association, Ethnography Division, 2000
International Communication Association, Organizational Communication Division, 1995, 2000
Speech Communication Association, Student Division, 1993, 1994

Manuscript Reviewer - Publishers

Ryan Biel. (2018) *Organizational moral learning*. New York: Routledge.
Greg Larson and Rebecca Gill. (2017). *Organizations and identity*. Cambridge, UK: Polity Press.
Alex Lyon. (2017). *Courageous organizational communication*. New York: Peter Lang.
Jessalyn Strauss (2015). *Challenging corporate social responsibility*. New York: Routledge.
Cheney, G., Lair, D., Ritz, D., & Kendall, B. (2010). *Just a job?: Communication, ethics, and professional life.* New York: Oxford University Press.
Gilpin, D. & Murphy, P. (2006). *Crisis management in a complex world*. New York: Oxford University Press.
Crane, A., McWilliams, A., Matten, D., Moon, J., & Siegel, D. (2005). *Handbook of corporate social responsibility*. New York: Oxford University Press.
Simpson, J. L., Pamela Shockley-Zalabak, P. (2005). *Engaging communication: Informing work and transforming organizations through theory, research and practice*. New York: McGraw-Hill.
Eisenberg, E. (2005). *Strategic ambiguities: Communication, organization, and identity*. Thousand Oaks, CA: Sage.
Statler, M., & Roos, J. (2004). *Everyday strategic preparedness*. New York: Oxford University Press.
Keyton, J. (2004). *Organizational culture*. Thousand Oaks, CA: Sage.
Clair, R. (2002). *Expressions of ethnography*. Albany, NY: SUNY Press.

Wendt, R. (1998). *The paradox of empowerment*. New York: Westview Press.

Eisenberg, E., and Goodall, H.L. (1997). *Organizational communication: Balancing creativity and constraint*. New York: St. Martin's Press.

Daniels, T., Spiker, B., and Papa, M. (1997). *Perspectives on organizational communication*. Madison, WI: Brown and Benchmark.

Neher, W. (1997). *Organizational communication: Challenges of change, diversity, and continuity*. Boston: Allyn and Bacon.

Gatenby, B., and Jones, D. (1997). *Case studies in communication*. Auckland, NewZealand: Longman Paul.

Lumsden, G., and Lumsden, D. (1996). *Communicating in groups and teams*. Belmont, CA: Wadsworth.

Miller, K. (1995). *Organizational communication: Approaches and processes*. Belmont, CA: Wadsworth.

Wilson, R. (1995). *Groups and teams: Process and performance*. Mountain View, CA: Mayfield.

Andrews, J., and Herschel, P. (1994). *Organizational communication in a technological society*. Boston: Houghton Mifflin.

Panel Respondent

Panel on "Organizing and Social Change," International Communication Association, Washington, D.C.

Panel on "Match-Point: Corporate Social Responsibility, Tensions, and Organizations Engaging Their Constituents," National Communication Association Conference, Salt Lake City, 2018.

Panel on "Organizational Communication: Meta-theoretical, Conceptual and Intergenerational Play," National Communication Association Conference, Salt Lake City, 2018.

Panel on "Communicating Labor, the Labor of Communication," National Communication Association Conference, Philadelphia, 2016.

Panel on "Corporate Social Responsibility and Ethics at Work," National Communication Association Conference, Philadelphia, 2016.

Panel on "A Case Study Pedagogy that Facilitates Communication's Civic Callings," National Communication Association, Philadelphia, 2016.

Panel on "The Presence of our Future(s): Reflections and Suggestions on Negotiating the Academic Job Market," National Communication Association Conference, Chicago, 2014.

Panel on "Effectively Directing Graduate Work: A Roundtable Discussion," National Communication Association Conference, Chicago, 2014.

Panel on "Exploring Organizational Identity and Identification Issues," International Communication Association, Seattle, WA 2014.

Panel on "Challenging Corporate Research and Practice: New Directions in the Organization-Society Relationship," National Communication Association Conference, Orlando, FL, 2012.

Panel on "Unmasking the Hidden and Suppressed Through Organizational Communication Research," International Communication Associate Conference, Phoenix, AZ, 2012.

Research Escalator Session on "Corporate Social Responsibility, Transparency, and Empowerment," International Communication Associate Conference, Phoenix, AZ, 2012.

Panel on "Giving Voice to Organizational Ethics: Case Studies as Engaged Pedagogy," National Communication Association Conference, San Francisco, CA, 2011.

Panel on "Reframing CSR and its Potential for Public Relations and Communication Research," International Communication Association Conference, Boston, MA, 2011.

Panel on "Corporate Social and Environmental Responsibility," National Communication Association Conference, San Francisco, CA, 2010.

Panel on "Corporate Personhood," National Communication Association, San Francisco, CA. 2010.

Panel on "The Lived Politics of Unconventional Identifications: Autoethnographic Confrontations," National Communication Association, San Diego, CA, 2008.

Panel on "Expanding Theories of Stakeholder Relationships and Corporate Social Responsibility," National Communication Association, Chicago, IL, 2007.

Panel on "Creating Corporate Social Responsibility," International Communication Association, San Francisco, CA, 2007.

Panel on "Crime, Sex, Diesel, and Fire: Examining the Occupational Cultures of Dirty Workers," National Communication Association, Miami, FL, 2003.

Panel on "Case Studies in Organizational Communication," National Communication Association, Miami, FL, 2003

Panel on "Ethnography and Pedagogy," National Communication Association, Miami, FL, 2003.

Panel on "Social Responsibility in a Global System," Western States Communication Association, Salt Lake City, UT, 2003.

Panel on "Ethics, Representation, and Voice in Ethnographic Research," National Communication Association Ethnography Pre-Conference, New Orleans, LA, 2002.

Panel on "Organizing as Conversation and Narrative," International Communication Association, Seoul, Korea, 2002.

Panel on "Auditing the Communication Audit: Current Uses, Critical Appraisals, and Future Prospects," National Communication Association, Atlanta, GA, 2001.

Panel on "Organizational Communication and the Quality of Work Life," National Communication Association, Seattle, WA, 2000.

Panel on "The Practice of Doing Ethnographic Research," National Communication Association, Chicago, IL, 1999.

Panel on "Organizational Culture and Ideology: Diverse Perspectives," National Communication Association, New York, NY, 1998.

Panel on "Making Sense of Organizational Communication," International Communication Association, Montreal, Canada, 1997.

Panel on "Speaking of Work: Dialogues Between Ethnographers and Workers," Speech Communication Association, San Diego, CA, 1996.

Panel on "Identity and Identification at Work," International Communication Association, Chicago, IL, 1996.

Panel on "Justice, Control, and Rhetorical Theory," Southern States Communication Association, Memphis, TN, 1996.

Panel on "Structuration, Negotiation, and Presentation in Organizational Communication," Speech Communication Association, San Antonio, TX, 1995.

Panel on "Computer Technology and Ethics," National Communication Ethics Conference, Kalamazoo, MI, 1994.

Panel on "Self-Directed Teams at Work," Speech Communication Association, New Orleans, LA, 1994.

Panel on "Rethinking, Reconsidering, and Reproducing: Perspectives on Applied Communication, Child Interaction, and Employment Interviews," Southern States Communication Association, Norfolk, VA, 1994.

Panel on "Attempting to Make Sense in Organizations: Symbolism, Ideology, and Stories," Speech Communication Association, Miami, FL, 1993.

Panel on "Communication in Organizations: Theory and Praxis," Speech Communication Association, Miami, FL, 1993.

Panel Chair

Panel on "Giving Voice to Organizational Ethics: Case Studies as Engaged Pedagogy," National Communication Association Conference, New Orleans, LA, 2011.

Panel on "Corporate Social and Environmental Responsibility," National Communication Association Conference, San Francisco, CA, 2010.

Panel on "Corporate Personhood," National Communication Association, San Francisco, CA. 2010.

Panel on "The Changing Role of Engaged and Public Scholarship within the Discipline and the Academy," (with Leah Totten) National Communication Association Conference, Chicago, IL, 2009.

Panel on "Modern Workplace Communication Challenges," National Communication Association Conference, San Diego, CA, 2008

Panel on "What Would Foucault Do? Working Toward Foucauldian Praxis," Western States Communication Association, Denver, CO, 2008.

Panel on "The Debate Over Corporate Social Responsibility: Past and Future Trends," International Communication Association, San Francisco, CA, 2007.

Panel on "Organizational Communication Scholarship as a Path to Social Change," Western States Communication Association, Seattle, WA, 2007.

Panel on "Globalization, Democracy, and Diversity: Linking Organizational Communication to Contemporary Social Movements," National Communication Association, San Antonio, TX, 2006.

Panel on "Building a Discipline: Reflections on Major Works in Organizational Communication," National Communication Association, San Antonio, TX, 2006.

Panel on "Employing Cases in the Organizational Communication Classroom: Making Connections/Stimulating Action," National Communication Association, San Antonio, TX, 2006.

Panel on "Critical Organizational Communication," National Communication Association, Chicago, IL, 2004.

Panel on "Ethics, Voice, and Representation in Ethnographic Research," National Communication Association Ethnography Pre-Conference, New Orleans, LA, 2002.

Panel on "Auditing the Communication Audit: Current Uses, Critical Appraisals, and Future Prospects," National Communication Association, Atlanta, GA, 2001.

Panel on "Communication and E-Business," International Communication Association, Washington, D.C., 2001.

Panel on "Popular Management Discourse and Organizational Communication," International Communication Association, Washington, D.C., 2001.

Panel on "Organizational Communication and the Quality of Work Life," National Communication Association, Seattle, WA, 2000.

Panel on "Communication Ethics at Work," National Communication Ethics Conference, Kalamazoo, MI, 1994.

Panel on "Critical Perspectives in the Study of Organizational Communication," Speech Communication Association, Miami, FL, 1993.

Conference Planning Committees

Critical Management Studies Conference IV, Convenor for "Moments and Movements of Organizational Change," Cambridge, UK, 2005.

National Communication Association Pre-Conference on "Exploring Ethnography: A Writing Workshop," New Orleans, LA, 2002.

National Communication Association Pre-Conference on "Radicalizing Roots: Effecting Social Change Through Organizational Communication Scholarship," Atlanta, GA, 2001.

National Communication Association Pre-Conference on "Engaged Organizational Communication in the New Economy: Technology, Globalization, and the Quality of Work Life," Seattle, WA, 2000.

Work in America Institute Conference on "The Future of Work," Asheville, NC, 1999.

Australian-New Zealand Communication Association Conference, University of Waikato, Hamilton, New Zealand, 1997.

National Labor-Management Board Conference on "Improving Labor-Management Relations: Diverse Perspectives, Unique Challenges, and Future Directions," Chicago, 1996.

University of North Carolina Conference on "The Study of Organizations: A National Conference for Graduate Students," Chapel Hill, NC, 1995.

University of Utah Conference on "Alternative Approaches to Organizational Communication," Alta, UT, 1992, 1993.

Secretary, Organizational Communication Division, International Communication Association, 2000-2003

Chair, W. Charles Redding Dissertation Award, 2002-2003

Nominating Committee, Monograph Awards
Speech Communication Association, 1996

Nominating Committee, Division Awards
International Communication Association, 1996
Speech Communication Association, 1996

Selection Committee, Division Awards
National Communication Association, Organizational Communication Division, 2006

UNIVERSITY AND DEPARTMENTAL SERVICE

University of North Carolina at Chapel Hill

Program Review Committee, Friday Center, 2017
Curriculum Committee – Communication and Collaboration Task Force, 2017
Sustainability Strategic Plan Committee, 2016
Labor Licensing Code Advisory Committee 2013-present
Review Committee, Dean of Library and Information Sciences, 2014
Review Committee, Dean of Kenan-Flagler Business School, 2012
Program Review Committee, APPLES Service Learning Program, 2008
Search Committee Member, Dean of the School of Journalism & Mass Communication, 2005
Faculty Welfare Committee, 2003-2004
Director, Qualitative Research Group, Odum Institute for Research in Social Science, 1997-2007
Humanities Division, Curriculum Review Committee, 2002-2010
Board Member, APPLES Service-Learning Program, 2000-2003
Search Committee Member, APPLES Service-Learning Director, 2003

First Year Student Initiative, Facilitator, 2000
Carolina Concepts, Guest Faculty Member, 2000-2004, 2006-present
University Advisory Committee on Cultural Studies
Undergraduate Curriculum Committee, 1995-1999
Member, Chancellor's Committee on Internal Communication, 1996
University Curriculum Development Committee for Multiculturalism
    Interdisciplinary Course in Social Theory and Cultural Diversity, 1993-1994
Faculty Course Development, Center for Teaching and Learning
    Interdisciplinary Course in Social Theory and Cultural Diversity, 1993-1994
Faculty Advisor
    Tar Heel HELP - Homeless Education and Literacy Program, 1999
    University Residence Halls, 1997-1999
    University Campus Fellowships, 1992-1997
    University Campus Coalition, 1992-1994
Program Evaluator
    University of North Carolina at Chapel Hill Employee Assistance Program, 1995

Department of Communication, University of North Carolina at Chapel Hill

Associate Chair, 1999-2004, 2017-2019
Director, Undergraduate Studies, 1994, 2006-2010
Director, Internships, 1993-1995, 2016-2017
Director, Undergraduate Honors and Independent Studies, 1993-1995
Chair, Executive Committee, 2012-2014
Chair, Communication Committee, 2015-2017, 2018
Chair, Social and Intellectual Life Committee, 2003-2004
Chair, Curriculum Revision Committee, 2001-2002
Chair, Search Committee, 1998, 2001, 2002, 2012, 2013
Chair, Colloquia and Special Events Committee, 1993-1994
Member, Executive Committee, 2001-2004, 2006-2015, 2017, 2018
Member, Graduate Studies Committee, 1999-2002, 2012-2017
Member, Undergraduate Studies Committee, 1993-1999, 2011-2012
Member, Teaching Review Committee, 1996-1999
Member, Curriculum Revision Committee, 1994-1995
Member, Recruitment and Outreach Committee, 1993-1994
Member, Tenure and Promotion Document Committee, 1992-1993
Member, Awards Committee, 1992-1993, 2003
Member, Search Committee, 1996-1998, 2000-2002, 2004-2009, 2018
Administrator, Summer School 2017-present

Department of Communication, University of Utah

Member, Planning Committee, Center for Dispute Resolution, 1991-1992
Member, Graduate Program Review Committee, 1991-1992
Member, Search Committee, 1989-1990
Program Coordinator, Bennion Community Service Center, 1990-1991
Communication Graduate Students Association President, 1990-1991
Graduate Student Liaison to Faculty, 1990-1991

Department of Speech Communication, Montana State University

Director, Internships, 1985-1987
Member, Strategic Planning Committee, 1985-1987

Member, Curriculum Revision Committee, 1985-1987
Member, Tenure and Promotion Committee, 1986-1987
Member, Search Committee, 1985-1986
Advisor, Speech Communication Students Association, 1985-1987

THESES DIRECTED

Graduate Theses Directed

Kiely Adams, "Life as a Work of Art: The Becoming of Professional Management Consultants," 2013
Jesica Speed, "Working Artists," 2012
Mark Holt, "The Promise and Peril of Innovation: A Critical Analysis of Discourse, Power, and Identity at an Internet Company," 2010
Leah Totten, "Engaging Community: Organizing for Social Change within the Academy," 2010
Sam Szczur, "Office Space: The Corporate Campus, Employee Services, and Worker Subjectivity," 2010
Alysson Satterlund, "A Thousand Hours of Overtime: A Study of Organizational Identification, Commitment and Employee Volunteerism," 2004
Leah Totten, "Building Hope: Communication and Community Building," 2004
Changmin Yan, "Good Governance: Democracy and Development," 2004
Karen Rivers, "Trust and Team Identification on Development in Global Virtual Teams," 2002
Joyce Zhu, "Organizational Culture, Ambiguity and Communication in Mergers and Acquisitions," 2001
Matthew Wright, "Computer-Mediated Communication and Virtual Teams," 2000
Robyn Remke, "Mothers of Courage, Dutiful Daughters: Identity in Diaries of Working Women," 2000
Mia Speckman, "Organizational Culture and Change: A Study of Mammoth Records," 2000
Laura Morrison, "Narratives of Job Loss Among Downsized Workers,"1999
Annie Caulkins, "Moving On: Career-Change Narratives of Women in Mid-Life,"1998
Don Vecchiarello, "The Negotiation of Work Time and Free Time," 1998
Sami Strauss, "Participation in Sports and Leadership in Adolescent Girls," 1998
Lori Schneider, "Critical Examination of Organizational Narratives," 1996
David Carlone, "Employee Resistance of Workplace Control," 1995
Traci Brown, "The Business of Caring in the Caring Business," 1994

Served as a committee member for an additional 52 graduate theses

Undergraduate Honors Theses Directed

Jessica Dewolf, "A Study of Doctors' Decision-Making and Doctor-Patient Interaction," 2015
Katie Loovis, "Using Literacy to Combat Root Causes of Homelessness," 1999
Michael Woodward, "Gender Differences in Social Support in Greek Systems," 1995
Jocelyn Napolitano, "Self-Directed Teams in Organizations," 1994

Served as a committee member for an additional 12 undergraduate honors theses

PUBLIC SERVICE

Teaching Workshops Conducted

APPLES Faculty Service-Learning Institute, 2006, 2007
Carolina Entrepreneurial Initiative 1st year seminars, 2006, 2007

Professional Workshops Conducted - Organizational Communication Seminars

School of Medicine, Duke University, 2000, 2001
Fuqua School of Business, Duke University, 1996, 1999, 2001-2005
Andersen Consulting, 1998
Kenan-Flagler School of Business, University of North Carolina, Chapel Hill, 1996
Businesses for Social Responsibility, 1995
Duke University Employee Assistance Program, 1995
City and County Clerks School, Institute of Government, 1994
North Carolina State Bar Association - Committee on Ethics, 1994
Raleigh Oratorical Society, 1994
KRCL Community Radio Station, 1991
Michigan Consolidated Power, 1990
Snowbird Ski and Summer Resort, 1989
First National Bank of Chicago, 1988
Women's Week, Montana State University, 1987
Montana County Clerk's Association, 1987
Montana Soil Conservation Service, 1986
Montana State University Associated Students, 1986
Purdue University Residence Halls, 1985

Professional Workshops Conducted – Ethics Training

Bank of America, 2010
Blue Cross Blue Shield of North Carolina - 2008
Duke University Health System, Finance Management – 2007
Duke University, Athletics Department - 2007
Duke University, Kenan Institute for Ethics – 2007
Duke University, Fuqua School of Business – 2005-2007
Price Waterhouse Coopers - 2006
Physician's Leadership Institute - 2005
Capitol Broadcasting Company – 2004
Boddie-Noel – 2004
Anthony Allenton Real Estate – 2004

Professional Workshops Conducted (Executive Education) – Strategic Communication

North Carolina National Guard – 2009, 2010
Corning, Inc. – 2008
U.S. Navy – 2007, 2008, 2009
Glen Raven - 2010

Organizational Communication Facilitation:

Orange County Commissioners, 2004, 2006
Habitat for Humanity, 2003
Kenan Institute for Ethics - Ethics Business Initiative, 2003
Shaping Orange County's Future Task Force, 1999
North Carolina Indian Affairs Commission (Z. Smith Reynolds Grant), 1999
Governor's Task Force on Business Diversity, 1998

Triangle AIDS Organization Consolidation, 1998
Forum on Race, Poverty, and Inequality in the South (DuPont Foundation Grant), 1998

Organizational Assessment:

Women's Center of Chapel Hill, 2002
Carrboro Arts Center, 2002
Campus Y, 2002
Sherman College, 2002
Durham Volunteer Center, 2002
Durham Crisis Response Center, 2002
Carolina Women's Center, 2002
APPLES Service Learning Program, 2000-2002
Freedom House Recovery Center, 2000
American Red Cross, 2000
South Estes Community - Residents' Association, 2000

PROFESSIONAL MEMBERSHIPS

National Communication Association
International Communication Association
Western States Communication Association
Southern States Communication Association
Association of Practical and Professional Ethics
American Society of Training and Development
Employee Assistance Program Association of America
Organizational Development Network