Students Welcomed Back for the Start of Fall Quarter

The lazy days of summer have come to an end as UCSB classes resumed on Thursday, September 23.
Students, faculty, and alumni panelists gathered for the 2nd Annual Communication Career Day on Saturday, April 24th. The 18 alumni speakers represented a wide range of industries including: marketing research, computer & software technology, entertainment & film, government, meeting planning, legal, financial & investments, nonprofits, and pharmaceuticals. The approximately 200 students who attended the event selected from 9 different panels, given in two sessions. Panels were organized broadly around industry with three or four alumni panelists, giving students multiple perspectives on a variety of topics. The range of panelists’ professions demonstrated how a degree in communication is applicable to many different careers.

Lambda Pi Eta and the Communication Association played important roles in the event registering students, guiding alumni panelists to their classrooms, and helping to serve refreshments during the networking reception between sessions. In addition, the Communication Association applied for and received a grant from Associated Students toward covering the cost of the reception.

Particularly popular were the panels on technology drawing students who hope to enter careers in the sector. Panelists were: Jay Matheson from Apple Inc., Mary Shirley from Google, Inc., and Melodie Tao from Marketing Melodie. They talked about how to find a job after graduation, emphasizing that students must utilize technology to connect and to manage their online presence. They encouraged the students to regulate the content of their Facebook pages. Melodie Tao suggested that students create a separate Facebook page or a website for professional use only. The panelists suggested that students’ online information include: resumés, academic and work-related projects, video testimonials, and letters of recommendation. LinkedIn also was mentioned as an effective tool for establishing a professional profile, networking, and finding job opportunities. Panelists reminded students to take advantage of all career related opportunities. This will help students stand out from the large and growing college-educated population, that largely share similar skills and experience. Jay Matheson offered an inspiring quote to students who may feel discouraged by the number of competitors they will face in the marketplace: “We do not have to be 100% better than the competition. Instead, we have to be 1% better in a 100 different ways.”

From the fields of public affairs and public relations came suggestions on how to utilize interpersonal skills to increase the likelihood of landing the job you want. The panel featured: Chris Garcia from B & K Productions,
Alison MacLeod from KP Public Affairs, and Kibibi Springs from Springboard Communications. Panelists emphasized that by being proactive during all aspects of the job search, students can give themselves a leg up on the competition. Among their suggestions were: 1) Researching companies before applying and interviewing shows initiative and it can help applicants appear more informed to ask better questions in interviews. 2) Being passionate about the job and employer is a requirement. Being prepared with questions to ask the recruiter demonstrates these qualities. 3) Dressing for the position you want, not the one you are applying for, will pay off in the long run. This communicates to others where you plan to go with your career. The panelist also reminded the Communication majors to market their superior writing and verbal communication skills. Bottom line: Use your degree as a competitive advantage.

Following the panels students took advantage of the opportunity to meet with panelists one-on-one. Several students commented on the day:

- “The event provided great information on the steps to starting a career. Learning about the importance of a strong professional network, has motivated me to begin approaching my contacts here at UCSB more proactively. There were also lots of great tips for making it in the work-world.

  -Daniel Sahagun, 2nd Year, Communication Major

- “Career Day has helped me gain a better understanding of my future career options. I am concerned about entering a profession that I really enjoy, and today I was able to gain a lot of useful information about different careers that are available to me. It’s great to know communications has opened so many doors for me.

  -Kevin Chetfield, 4th Year Communication Major

- This event was a great opportunity to meet alumni and learn about their careers. I was especially interested in the panel on new technology because it is so relevant to our generation.

  -Emily Richardson, 4th Year Communication Major
Peer Advisors Are Here to Help

Each year the Department of Communication employs three undergraduate peer advisors. Although they are students themselves, peer advisors have extensive knowledge about the ins and outs of the Communication major, as well as the rest of the university. Peer advisors work under the guidance of Tania Dunson, the undergraduate advisor, assisting undergraduates through all stages of their time at UCSB. Students are encouraged to drop by their office in room 4007 of the Social Sciences and Media Studies building.

How do peer advisors help? Peer advisors perform a variety of tasks for students serving both pre-majors and majors. They help students choose classes, plan out the prerequisites of the communication major, and determine eligibility for entrance to the major, and other upper division specialty courses, such as the research assistantship class (199RA), the Honors Program, and senior capstone classes. Additionally, peer advisors are there to help keep students on track, succeed in the major, crash classes, determine which EAP courses are transferable for credit, earn a double major, and most importantly, answer any student questions.

Because peer advisors are such an integral asset to all undergraduate students involved with the communication major, they are carefully chosen and they receive extensive training. Training for peer advisors begins in the spring quarter when they shadow the current peer advisors. Typically, they continue training, working over the summer with Tania Dunson. Peer advisors get their debut during summer’s transfer orientation, when they meet with each and every transfer student to address any of their immediate concerns and also schedule appointments for more intensive advising sessions.

The Department of Communication is excited to welcome Megan Clark, Heather Wight, and Kayla Haines as the peer advisors for the 2010-2011 year at UCSB. Combined, these individuals can offer extensive knowledge on a wide array of topics for student.

Megan Clark has always enjoyed helping friends with school and is eager to assist other students. Megan is in the Senior Honors Program and she studied abroad in Barcelona, Spain. Megan is able and eager to advise students about the advantages and challenges of studying abroad. Heather Wight had extensive customer service experience that she says helped her to "learn how to interact with people on an interpersonal level and to find out what their needs are and address them right away." Prior to coming to UCSB, Heather was a student at seven different junior colleges. She believes those experiences have given her an understanding about how to navigate the administrative requirements of universities and departments. Kayla Haines said that peer advisors helped her, especially when she was a pre-major: "They ran progress checks to be sure I was on track, and calmed me down when I stressed over course grades. I'm grateful to have the opportunity to provide that same experience for other students."
The Communication Association Gives Back to the Community

Recently, 15 members of the Communication Association donated their time at Casa Esparanza homeless shelter in downtown Santa Barbara. Casa Esparanza was a bit overwhelmed by the number of student volunteers, but they welcomed the COMM Association members who were enthusiastic to serve the community. Together the students helped prepare and serve Sunday dinner for close one hundred people.

The primary purpose of the student-run Communication Association is to provide career-development workshops and career-related guest speakers, but they also find time to give back to their community. The organization believes community service is important and they strive to promote student involvement within the community. Last year, the Communication Association also volunteered at Friendship Manner, an assisted-living/retirement home in Isla Vista, in addition to a successful beach cleanup at Sands Beach.
The Communication Department Welcomes the Online Waitlist

Students at many universities are accustomed to using electronic waitlists to facilitate enrollment in full classes, but UCSB is just beginning to fully embrace the use of this class enrollment tool. Designed to help both students and instructors manage the ever-growing population of “crashers,” the waitlist system ranks “crashers” based on the student’s seniority. On the first day of class, instructors receive a prioritized list of students. The instructor can use that ranked list if he/she determines students can be added to the class. In the Spring quarter, there were over 300 courses using the waitlist and over 10,000 student name entries in those course waitlists. The waitlist was implemented to ease the problems associated with the large number of crashing students and to more quickly admit waiting students—on the first day of class, rather than the second day. Many professors believe the electronic waitlist is helpful, but the waitlist system is not yet perfect.

In its first quarter of use, students and instructors noted some issues. One of the biggest concerns associated with the waitlist is that many departments don’t use the waitlist, and thus, students weren’t aware of it when it was first rolled out. As a result, those students who did not sign up on the electronic waitlist prior to the first day of class were given lowest priority, making it nearly impossible for them to be admitted into classes they crashed.

Steve Miley, from Instructional Computing, created the waitlist, but with no funding source. Miley hopes department chairs recognize the need for improvements and that they will lobby for funding and staff allocation. Miley suggested possible improvements including giving faculty access to the waitlist prior to the first day of classes; offering training and support for departments using it; providing support for cross listed courses and courses with sections; offering a viewer tool that allows undergraduate advisors to filter, sort, and efficiently view the students on the list; and finally, increasing student awareness of the waitlist and its advantages.

Here’s what some students and faculty are saying about the waitlist:

“I think emailing the teacher is more effective because not all classes offer a waitlist and email is just more personal. Plus, it allows the teacher to let you know where you stand when trying to crash.

- Ammi Tanaka, 4th yr Psychology

“The only thing the waitlist seems to be doing is making less work for teachers and not helping students.

- Ehrin Davis, 4th yr Global Studies

Professors offer a different view

Professor Dolly Mullin describes the need for the Wait list: "We receive dozens of emails every quarter from students who ask either to be placed on a waitlist, to be given an add code even though the class is full, or to be told in advance their chances for getting in when crashing. This is overwhelming, and we hope that by getting the word out that there is an online waitlist, along with encouraging students to read our online FAQ about how priority is awarded, etc., that we can smooth the process for everyone."
“The new Waitlist system on GOLD has already been a tremendous asset for me. I no longer need to spend class time to have students sign up on paper or spend additional time to determine their eligibility and ranking. I also have had fewer questions and requests from students,” says Professor Jansma.

Several professors have suggested that they be given access to their class’ online waitlist in advance so that they might be able to know how many students are signing up. With the current system, professors don’t know whether they will have 5 or 105 students hoping to be admitted.

One issue with the system that may be more difficult to resolve is that students' names often remain on the Waitlist even after they have found an alternative course. Students are asked to remove their name from the Waitlist if they find another course. However, many students prefer to keep their name on the list as a "backup measure," in case they choose to drop the class in which they are enrolled. This means that even the list that the professor receives just prior to the first class may not be an accurate picture of the number of crashers that professors can expect on the first day. Even if students could remove their name from the waitlist, they would have to make the effort to do so.

**Professor Walid Afifi Takes a Sabbatical in Beirut**

During the spring quarter 2010, Professor Walid Afifi took his first sabbatical from the University. Afifi, who had been putting off his sabbatical for some time, found an opportunity he could not pass up in Beirut, Lebanon. In Beirut he was able to work on several research projects, while engaging with graduate and undergraduate students at the American University of Beirut (AUB). Afifi grew up in Beirut, and he found it gratifying to return for these worthwhile projects.

The opportunity to be hosted by AUB during his sabbatical was a result of a workshop Afifi lead more than a year ago for policy makers on creating effective health campaigns. Members of the Faculty of Health Sciences at the University liked the content of his presentation and admired Afifi’s teaching style. As a result, they offered to host him during his sabbatical and promoted his presence to their graduate and undergraduate students, who were happy to have the opportunity to work on research teams he led during his stay.
Primarily, Afifi worked on two research projects while in Beirut. The first focuses on families in refugee camps. He and Dr. Tamara Afifi are interested in how mothers and adolescents navigate their communication in and around the uncertainties that stem from the extremely high levels of poverty, stress, and trauma associated with their living conditions in the camp. The goal of the study is to better understand how these factors affect the individuals’ mental health and well being. Translating the mothers’ and adolescents’ responses to his questions has been interesting, as well as difficult. Afifi, who speaks Arabic with relative fluency and some French, was reminded of the challenges of translating Arabic to English as he worked with the research team on that task. Because of the features of the Arabic language and the contextual nature of the meaning inherent in some of its words, literal translation often fails to capture meaning. For example, a starting question of “how are you doing?” might be typically responded with a literal translation of “We thank God,” but better translated to “fine” or “well” to capture the actual meaning. Another example is the word “Yz’aal” which could mean that someone is sad, angry, upset, or even ashamed, depending on the context. Additionally, there was the difficulty of English words without strict Arabic equivalence, for example “uncertainty” – the primary issue of interest in the research – has no direct translation. The closest Arabic word could be “tawat-ter”, which is most closely back translated into English as tense or tension. However, these words also describe an emotional state that is qualitatively different from uncertain.

His second research project is just in the beginning stages, but it explores the meaning of privacy in a communal culture. He and Dr. Tamara Afifi plan to examine how collectivistic and individualistic norms cause individuals to manage privacy concerns differently. For example, an individual’s health information in the United States, a mostly individualistic culture, is extremely private and belongs solely to the individual, but according to Afifi, that does not appear to be the case in communal cultures. Instead, family members are routinely informed about their family member’s health, a practice forbidden in the United States. The long-term goal of the research is to determine how culture affects information regulation and how privacy, or the lack of privacy, directly affects an individual’s well-being. Moreover, he and the research team hope to examine the ideas of collectivism-individualism at individual, as opposed to national levels. They also hope to reveal how members of eclectic cultures shift from individualistic norms surrounding privacy to collectivistic ones.

During his time in Lebanon, Professor Afifi was impressed with how motivated citizens are to improve their community. Afifi concludes that he was grateful for his opportunity to take his sabbatical, giving back to the university and community in Beirut. Afifi adds that “The result was a learning experience that will benefit my teaching and research here at UCSB.”

First Alumni Council Meeting

The Department of Communication Alumni Council had their first meeting on Saturday, April 24, 2010, prior to the Career Day workshops, held later that day. The founding members: Fran Mancia, Laura McHugh, Laura Roenick, Liz Rockhold, Kamyab Sadaghiani, Mary Shirley, Kibibi Springs, and Amy Stoody, were joined by department Professors Linda Putnam, Karen Myers, and Anna Laura Jansma. Goals of the group include: a) providing students with career education; b) assisting students in obtaining and making the most of internships; c) bridging the gap between theory and practice by helping students to apply their education to careers; and d) assisting the department by raising funds that will improve the educational experience of students. Overall, the
members emphasized their commitment to undergraduate education in the Department of Communication at UCSB.

The Alumni Council was formed in the Spring of 2010 to provide the Department with input on activities related to career education, alumni networking, and development opportunities. During their meeting, the Council identified and prioritized several activities. One of the first priorities is to foster a social network linking present and past UCSB Communication majors. The goal would be to facilitate contact between undergraduate and graduate students with alumni as well as provide a medium for alumni to connect post graduation. The network could keep a record of alumni and their careers, allowing students to make contact with someone from their chosen profession. This would offer students opportunities to connect with alumni for networking and internships, and also enable them to gain access to additional career advising—enhancing opportunities for career education here at UCSB. Another advantage is that the network could connect alumni and raise awareness about regional events, departmental fundraisers, and annual events, such as guest lectures and awards ceremonies.

A related priority is to promote student involvement in internships, beginning with first-year students. Members of the Council talked about the importance of their internships and the opportunities internships afforded them. The Council’s first event will be an Internship Workshop on Saturday, October 9, 2:00-4:30 p.m. Kibibi Springs (Class of 1994) offered to chair the event. The workshop will include answer questions such as: 1) What are internship jobs? 2) How students can locate internships? 3) Why are some internships paid and others unpaid? 4) How can my internship count for credit? and 5) How will internships benefit me in my job search and career?

The Council also prioritized strengthening the ties between the Department of Communication, current students, and alumni. With the Department, they would like to instill a philosophy of lifetime involvement in the Department and UCSB. A stronger network of students, alumni, and professors should increase involvement in educational/career events, development, and charitable donations. At each event, this philosophy should be emphasized.

Before the meeting, members were asked about why they chose to join the Council. For the most part, their answers seemed to align with the overall goals of the Council. They had received benefits from their education from UCSB, and they wanted to return and give back to the university that gave them so much. The council members recognized the importance of a student’s life long involvement with their institution, and they thought it an opportunity to create a strong network of alumni for
the purpose of strengthening the Department and educational opportunities for students. Overall, the members felt as though they were fulfilling their obligation and desire to give back to their university.

Comments from the individual members:

“I truly wanted to join the Council to give back to the Department and University that gave me so many opportunities when I was in school. The idea that we could form an Alumni Council that would strengthen our Department, provide access for students to alumni, and create a stronger network that we can all access, was exciting to all that joined. The Council and the Department see the opportunity for real change by focusing on a few simple tasks and undertaking strategic thinking and communication!”

-Laura Roenick, Class of 2005

“My personal motivations for becoming involved in the Council are as follows:

- I benefited greatly from the type of education provided by the University and the School of Communication in particular. While it did not prepare me for a specific career, it did give me a great foundation to go in multiple directions and forge my own path.
- I have worked in the education field for years and am very passionate about the importance of education to change peoples' lives and lift them to a different plane and I feel the Council affords me the opportunity to give back a small piece of what I have so greatly benefited from.
- I feel very strongly that the University and the School of Communication need to develop in the upcoming generations the concept of giving back to the University starting when the students are still in school. Private institutions do a great job of developing this concept in their undergraduates and it continues throughout the graduate's life. This in an integral part of creating that ‘spirit of giving’ that is so critical to the long term life and financial health of a great public institution.”

-Lisbeth Rockhold, Class of 1985

“I became involved with the Alumni Council as a way of returning to my roots and ‘giving back’ to the UCSB community and, in particular, the Communication Studies Department. I was a Communication Studies major before the Department as it is today was ‘launched’. I studied both interpersonal dynamics and mass communications, with an interest in broadcasting and media. The Department offered me the opportunity to explore those options as well as to require me to develop in all areas of communication development and strategy, which helped me to become the successful attorney and radio commentator I am today.

Communication is, in my opinion, an excellent background for a diverse number of fields and interests. If I can pass that information on to the current student body and those that follow, I feel I have fulfilled my personal obligation and desire to give back to my college community. It is also important for students to know that the alumni are there to mentor and support them to reach their educational goals and aspirations. The Alumni Council will provide just that for today's students who will, in turn, also be asked to give back to those who follow them”.
I am honored to have been asked to participate and excited about the opportunities to come.

- Amy Stoody, Class of 1980

“My main motivator is my desire to stay connected with the Communication Department and to give back to the Department in a significant way. The Department is very important to me and I couldn't pass on the opportunity to help launch a program that will benefit the Department and its students. Now that I'm a part of the Council, I also think it will be a great networking opportunity. All of the other members are great people and I'm thrilled to be working with them.

- Kamyab Sadaghiani, Class of 2008

Alumni Profile
Nicole Andersen, Class of 2007

“After graduating from UCSB with a BA in Communication and Psychology, I spent time in Santiago, Chile, where I taught English to high school students through a program called Teaching Chile. In August 2008, I started my first year at Pepperdine School of Law. I finished my first year with a summer internship in Seattle at US Customs and Border Protection. This past fall I participated in Pepperdine Law School's London Program where I studied International and EU law and traveled all over Europe and Britain. I am now focusing on Environmental Law and Policy, and hope to work for a government department or firm specializing in environmental law this summer. Anyone with questions about law school, teaching abroad, or life after UCSB feel free to contact me at Nicole.Andersen@pepperdine.edu“.

Alumni--What are you up to? Please let us profile you in the next issue! Send a short profile (200 words or less) with a photo to Prof. Karen Myers at: myers@comm.ucsb.edu
Senior Honors Research

Senior Honors Thesis students presented their research to the campus at a poster colloquium this spring. Below are abstracts describing their studies.

Maggie Kanter: *In Your Face: Understanding Parent-Adolescent Relationships Within the Context of Facebook*

As an adolescent, a prevalent area of contention with one’s parent is the notion of maintaining control and ownership over one’s private information, issues that are extremely salient among adolescent Facebook users. Thus, the current study will utilize Petronio’s (2000) theory of Communication Privacy Management (CPM) to examine the conditions under which adolescents perceive their parent on Facebook as a privacy invasion, and how it affects the quality of the parent-adolescent relationship.

The study required a student participant and one of his or her randomly selected parents to complete two surveys, one at the beginning of the quarter and one at the end of the quarter. Each of the parents was randomly assigned to either a control group or an experimental group, the latter of which were instructed to create a Facebook account and become ‘Facebook friends’ with their child.

The author will argue that in general, adolescents whose parents are on Facebook will perceive greater privacy invasions than those whose parents are not on Facebook. However, those perceptions of intrusiveness may not necessarily lead to diminished relationship quality, particularly if the adolescent already maintains a relatively conflict-free, close, and satisfying relationship with his or her parent. Specifically, according to CPM, adolescents who enjoy a high quality parent-adolescent relationship will also view disclosure to that parent as less risky. Even though they may view their parent’s presence on Facebook as a privacy invasion, their prior positive relationship with their parent will likely act as a buffer against any potential negative effects.
The results of the study indicated that contrary to prevalent societal and media perceptions, a parent’s presence on Facebook may not be perceived as a privacy invasion, but rather as a means of sustaining or improving the parent-adolescent relationship. However, this finding was only apparent amongst adolescents who reported a higher level of conflict in the parent-adolescent relationship prior to the introduction of Facebook. This distinction likely occurred because those adolescent participants who already enjoyed a high quality relationship with their parent had little room to create a stronger relationship. However, the results of this study are widely applicable given the growing phenomenon of parents on Facebook, and the observed potential for this social networking site to be used as a tool not only to connect people but to actually improve relationships such as that of the parent-adolescent.

Christine McSweeney: Attitudes and Behaviors Toward Illegal File Sharing

This study examined how college students process different types of persuasive messages designed to alter perceptions and behaviors pertaining to illegal file sharing. Previous research has shown that students do not perceive the ethical implications or legal risks of file sharing to be effective deterrents to said behavior. It was expected that those who were exposed to the ethics and risks of file sharing would feel more discomfort about each issue, respectively. Also, it was predicted that two-sided messages would be more effective for subjects who processed the articles in a systematic manner as opposed to a heuristic manner. A two-part experiment was designed to assess whether participant exposure to one of four articles could be linked to changes in key attitudinal and behavioral variables. Analysis was based on pre- and post-test changes in discomfort felt about the ethical implications or legal risks of file sharing. Results indicate that those participants exposed to any type of persuasive message felt more ethical and risk discomfort about illegal peer-to-peer file sharing. However, there wasn’t a significant amount of behavior change one week after message exposure. Furthermore, systematic processing and sidedness never emerged in analyses as being related to the persuasiveness of the message in any meaningful pattern.

Kyrsten Buerner: You Never Drink Alone: Communication and Contextual Influences on College Students Drinking Attitudes and Behaviors

Approximately 63% of full-time college students report drinking alcohol recently, 43% reported recent binge drinking, and 18% of students in college meet the criteria for alcohol abuse and/or dependence (Mothers Against Drunk Driving; Talbott, Martin, Usdan, Leeper, Umstattd, Creemens, et al., 2008). Alcohol
consumption is a salient and serious issue on college campuses across the country as shown in popular media and scholarly literature. This study reviews relevant research to develop and test a model of the influence of communicative (family communication, peer norms, peer influence, and on-campus alcohol campaigns), and contextual (prior experience with alcohol, demographics, current residence, and year in school) factors on college students’ attitudes toward, and reported behaviors of, alcohol consumption. The sample included 427 undergraduate students from lower and upper-division Communication courses that were recruited to voluntarily participate in a brief online survey for class credit. Current drinking behavior and attitudes towards drinking varied between campaigns because of awareness or knowledge about the campaign. Parental communication seemed to be positively associated with current drinking behavior and attitudes towards drinking, though the effect disappeared once high school drinking was taken into consideration. Peer influence and peer norms were both associated with higher levels of drinking, with a stronger influence by close friends. Most demographic differences were not significant, but women did show more negative attitudes towards alcohol and Caucasians reported higher overall mean drinking.

**Cassie Presentati: The Effects of Interactive Web Features on Young Voter Knowledge, Efficacy and Mobilization**

Today, young American voters are turning out to the polls in lower numbers than older Americans and young voters of previous generations. In addition, young voters are turning away from traditional media sources for their political information, in favor of the Internet. Given this recent phenomenon, this project explores the effects of interactive political campaign websites on young voters’ political knowledge, internal political efficacy, external political efficacy and mobilization. To compile data for this project, the researcher of this study conducted a pretest-posttest experiment with 174 college students. Findings from this study indicate that interacting with campaign websites is more effective for encouraging young voter civic
participation than passive exposure to traditional campaign commercials, or participation on an online political blog.

Danielle Danetra: *Predictive Factors of Bystander Apathy on the Micro-Blogging Website Twitter*

Social networking websites such as Twitter have become an integral part of our everyday lives. These websites prompt people to share personal information with potentially thousands of other users. Although some research has looked at people’s reactions to serious on-line personal disclosures, none of this research has looked at Twitter, a micro-blogging website with more than 10 million active users. In non-mediated contexts, experimental and field research has found that people often do not intervene to help another even when they know the person is in trouble. This phenomenon is known as “bystander apathy”. The aim of this study is to explore if, and under what conditions, bystander apathy occurs on Twitter. Participants in this study were exposed to several tweets that indicated a user was in distress. A 3(social identity) x 3(number of bystanders) x 3(gender of victim) experimental design tested the traditional factors associated with bystander apathy in the context of a “live” Twitter feed. Participants were asked to evaluate each message for the tweeter’s gender. Participants were told to stop the experiment and notify the researcher if there were any problems within the feed. Five “distress” tweets were placed within each participant’s feed as the experimental manipulation. Once the experiment was completed, participants filled out a second survey, which asked about their reactions to the distressed tweets and their rationale for intervening, or not. Only 4 out of 140 participants stopped the experiment to help the victim. However, there was significant variation in participants’ level of concern for the victim and their assessment of the distressed tweeter and the situation. The traditional factors of bystander apathy had no significant effect on participant’s level of concern to the victim. There was an effect for the perceived gender of the distressed tweeter in that participants showed high levels of concern when they believed the person in distress to be male. The significance of gender stereotypes and Internet norms are discussed.
This research investigates the influence of social, interactional factors on the development of business process models within an organization. Organizations increasingly rely on business process models, or flowcharts of business activities, as a mechanism for articulating and evaluating existing business processes. Since the creation of these models requires effective knowledge sharing among organizational members, business process modeling is fundamentally a social, interactional process. However, past research focuses on the technical and practical business aspects of business process modeling, ignoring the influence of the organizational social environment. This investigation addresses this gap in past research by using Structuration theory to develop a theoretical framework that defines business process modeling as a Structuration practice that draws upon the embedded social structures of the organization. To assess the validity of this theoretical framework, a study of business process modeling practices within a small branch of a major government organization is conducted. Centering resonance analysis, a technique for analyzing complex discursive systems, is used to analyze the qualitative data. Results demonstrate the validity of the proposed theoretical model, confirming business process modeling as a socially-mediated organizational practice. This process is often facilitated by the same seemingly ineffective organizational social practices that business process modeling initiatives are meant to eradicate. Results also suggest that the actual process of business process modeling is more valuable for organizational members than the use of the completed models, highlighting a potential challenge for organizations implementing business process modeling.
Organizational identification (OID) is crucial for the continued success of many different types of for-profit and non-profit organizations. This study investigates the OID of university students. Qualitative and quantitative survey data was collected from 555 juniors and seniors at a public university. Several hypothesized factors were found to be positively correlated with OID, including: students’ trust in the university, their construed external image of their university, their communicative engagement with the university, their satisfaction with the university in contributing to their goals, and their perception of interorganizational competition with other rival schools. A small positive correlation was found between OID and having a mentor on campus. However, there was no relationship between students’ OID and the number of university sponsored organizations and extra-curricular activities they participated in during their time at the university. Open-ended responses indicated that students’ OID was positively enhanced by their attendance of sports games, university sponsored social events like concerts and lectures, and by participating in university sponsored social organizations or groups like political, professional, or cultural clubs. In contrast, OID was negatively affected by a recent budget crisis, which raised tuition and fees, by events or characteristics having to do with the off-campus community where the majority of undergraduate students live, and by frustration with professors or university services. Theoretical implications are discussed, as well as practical suggestions for universities to engender OID in students.
This study examines the impact of personal-enacted identity gaps on the mental health of individuals with conflicting identities. A personal-enacted identity gap occurs when there is a discrepancy between a personally held identity of the individual, and their communicated, or enacted, identity. Where religiosity has consistently been found as beneficial to mental health, gaps created by conflicting religious and sexual identities are predicted to have adverse effects on mental well-being. Under Hecht's Communication Theory of Identity, homosexuals are predicted to experience personal-enacted identity gaps in religious and sexual identities due to stigma, with adverse effects on mental health. In this 3 part experiment, the effects of identity gaps on mental health were measured in approximately 10 homosexual and 40 heterosexual participants over a three week period. Predictions were supported in that those experiencing personal-enacted identity gaps experienced negative effects on wellbeing. Those with high levels of religiosity experiencing identity gaps had the most pronounced effect on overall mental health, with religiosity adversely affecting mental well-being. The religious, homosexual community experienced the largest mental health disparity due to cognitive dissonance concerning conflicting identities. Therefore, the mental health benefits of religiosity are limited in nature and may not extend to stigmatized groups.
The Department of Communication honored its outstanding students and professors in an annual ceremony on June 4, 2010. Here are the highlights:

Students

Student Honors:

Eight students were awarded Distinction in the Major given to undergraduates participating in departmental honors programs who complete a senior honors project or thesis with distinction. They were: Christine Mcsweeney, Danielle Danetra, Erica Thoe, Kyrsten Buerner, Maggie Kanter, Logan Franken, Cassandra Presentatit, and Emily Richardson.
15 Students were awarded for Academic Excellence given to undergraduates who have maintained a 3.8 or higher G.P.A. over the course of their academic careers and who have upheld the university’s standards of academic excellence. They were: Lauren Bogart, Chelsa Carl, Maren Crandell, Danielle Danetra, Logan Franken, Taylor Haggerty, Michelle Hunsberger, Erica Johnson, Catherine Lange, Matthew Majdick, Jillanne Porter, Katrina Sill, Erica Stenz, and Serena Winters.

Two Communication students—Lauren Bogart and Erica Johnson—received the City Club Prize, is divided annually among the highest academically achieving women majoring in a social science. The Santa Barbara City Club endowed the prize with the stipulation that income from the gift be used "to reward the achievements of women who best exemplify the ideals of the club.”

Three students were given Golden Eagle Awards by UCSB presented to the student with the highest GPA in each sport who also preformed well in their sport. The minimum GPA to be considered is 3.2. The students were: Anne Marie May (Swimming), Andy McGuire (Volleyball), and Julia Speace (Soccer).

Seven students were awarded University Service Awards for outstanding contribution to a particular area of UCSB student life. Students must also have a G.P.A. of 2.75 or higher. They were: Melissa Castro, Sharde Davis, Kathleen Jequinto, Annalyse Johnson, Andrea Martinez, Ana Pineda, and Jillanne Porter.

Three students--Denny Directo, Christine McSweeney, and Alexandra Stubbs--received the University Award of Distinction.

Sharde Davis and Marisol Quevedo received the Vice Chancellor’s Award for Scholarship, Leadership, and Citizenship.

Sharde Davis received the Office of Student Life Outstanding Leadership & Co-Curricular Activities Award.
Faculty

Faculty Productivity:

Between July 1, 2009-June 30, 2010, Department of Communication faculty published: 52 journal articles, 51 book chapters, 4 books, 5 edited books, and edited 3 special issues of journals. Whew!

Awards:

Professor Karen Myers was awarded the UCSB Harold Plous, Jr. Memorial Award. The award is given annually to an assistant professor from the humanities, social sciences, or natural sciences for exceptional achievement in research, teaching, and service to the university.

Professor Howard Giles was awarded the Mark Knapp Career Award by the National Communication Association.
Professor David Seibold received the Robert Kibler Award from the National Communication Association.

Professor David Seibold was awarded the Distinguished Teaching Award 2010 by the UCSB Academic Senate for excellence in teaching.

Professor Debra Lieberman was named #68 in Healthspott'r's Future Health 100, a list of the top 100 innovators working in healthcare today.

Professor Debra Lieberman was named an Advisor to the Apps for Healthy Kids competition, part of First Lady Michelle Obama's Let's Move! campaign to eliminate childhood obesity.

Professor/Reserve Officer Howard Giles received the 2009 Lt. R. E. Bond Award for most Reserve hours (680 hours) by the Santa Barbara Police Department.

Professor John Weimann, Emeritus, received the Innovator of the Year award from the Santa Barbara Chamber of Commerce. The award is given annually to individuals who have “made a significant innovative contribution to positively impacting our world.”

Faculty also delivered several keynotes or distinguished addresses:

Professor Linda Putnam delivered the keynote address for the Qualitative Research in Management and Organization Conference. Her talk was titled “Embracing Dialectics in Qualitative Studies: Reimagining Organizational Research.”

Professor Linda Putnam delivered a distinguished lecture at the University of Alberta titled “Models of Engaged Scholarship: Developing the Research Paradigm.”

Professor Howard Giles delivered keynote addresses at Old Harris College and Open University of Catalonia.

Professor David Seibold delivered the Verderber Distinguished Lecture at the University of Cincinnati.

Professor Miriam Metzger delivered the keynote address for the Workshop on Information Credibility on the Web (WICOW2010) at the World Wide Web conference.
Grants:

Professor Debra Lieberman received a $160,000 grant from the Alzheimer's Association and Intel for her “Lifestyle Improvement Game to Delay Alzheimer's Onset and Support Treatment.”

Professor Ronald Rice received a MacArthur Foundation grant for $211,000 for his “Digital Ocean: Sampling the Sea” research.

Professor Michael Stohl received a three-year NZ$753,000 grant for his "Sustainability at the cross roads: examining the vulnerability of New Zealand's global environmental positioning” research.

Professor Linda Putnam received a three-year NZ $300,000 grant for her “What Counts as Healthy Food: Balancing Organizational Tensions between Private and Public Agendas.” Collaboration with Allison Henderson, University of Waikato, Hamilton, New Zealand.

Professor Walid Afifi and Erika Feliz received a $40,000 grant for their study entitled "Recovery After Multiple Fire Disasters in Santa Barbara County."
Research Profile of Cynthia Bates: “It’s more than a Game”

Cynthia (Cia) Bates, a graduate student here at UCSB, is currently examining the effects of video game interactivity on the user. Being a self-proclaimed gamer herself, Cia has always had an innate curiosity for video games. Cia is still a gamer at heart, but her interests have moved far beyond what a traditional gamer experiences.

Recognizing the growth and breadth of the video game industry, Cia now embraces a refined interest in such a unique form of media. With many lingering and unanswered research questions regarding video games, Cia has begun to delve into the how, why, and to what effect video games have on the individuals who play them, the organizations that utilize them, and the people who regulate them, just to name a few.

Recently, video games have become an increasingly popular medium for marketing health and educational information. Cia’s research will hopefully help others create and use video games in the most effective and productive ways possible. Below Cia describes her research and the questions she hopes to address.
Interactivity is a common concept in video game literature. Previous research suggests that interactivity has the potential to intensify both positive and negative effects of video games. Therefore, understanding the role of video game interactivity is crucial for understanding video game effects in general. But there is a lack of clear theoretical conceptualization regarding video game interactivity, as well as methodological challenges in studying it.

To resolve the lack of theoretical conceptualization regarding video game interactivity an online survey was created which asked gamers the names of the video games they played and the interactive qualities of those games. From these results, a reliable and valid interactivity scale was created based upon factors like how responsive the controllers were, how intelligent the AI seems, and if the player felt as if they were “in the game”.

Future directions of this research will test to see what effect manipulating the amount of interactivity has on various video game outcomes, and recording gamers as they play versions of the same game with either high and low levels of interactivity.

Research Profile of Courtney W. Davis: "Time to Leave"

Courtney Davis, a graduate student here at UCSB, has been investigating organizational identification and planned organizational exit. She uses the term "planned exit" to refer to exits from time-limited memberships, which are pre-determined, sometimes prior to entry. Examples of those who experience planned exits include members in collegiate student organizations, elected officials with term limits, adjunct professors who have time-limited appointments, and even retirees. Exiting an organization is often an ambiguous time for both departing and staying members of that organization and despite the prevalence in planned exit, there is little empirical research on this topic.

Courtney's interest in organizational exit began when she was the campaign fundraiser for then-State Senator Debra Bowen. During one of their conversations, Courtney raised the question what would Senator Brown do if at some point she no longer held public office? Senator Brown's response resonated a strong sense of organizational identification, remarking that she would always be an elected official. Brown's strong organizational identification with public office coupled with Courtney's strong identification with her undergraduate university, The University of Southern California, made Courtney realize what a great fit research in this area is for her. Additionally, Courtney's passion for working with undergraduates and helping them with issues as they transfer roles from the university, to internships and post-graduate plans means that she is able to meaningfully apply her research in both theoretical and practical ways.

Through the study of college sorority chapters on two university campuses, Courtney examined the relationship between planned departure and organizational identification. Utilizing quantitative survey data as well as interviews, Courtney focuses on organizational identification and deidentification, role transitions, the influence of rites of separation, and the communication between leavers and stayers as part of planned disengagement and exit process.

Courtney's master's thesis research identified the following key findings:
"Departing" members may be ambivalent about their planned exit, simultaneously optimistic about the future, but also reluctant to leave the organization and their organizationally-based relationships. Communication about ending the membership can make members (both stayers and leavers) uncomfortable. Members may avoid the topic to side-step the discomfort. In one of the organizations in Davis' study, members co-created a communication rule of topic avoidance as a coping mechanism. Material possessions associated with one's membership have an important symbolism related to sentimentality and external construed image.

Given the Millennial Generation's increasing likelihood for multiple careers and short-lived commitments to organizations, it will be interesting to see how emerging research on this topic may affect both members and organizations actions and attitudes toward planned exit. Courtney intends to continue investigating disengagement and organizational exit as she works toward her dissertation.

Research Profile of Debra Lieberman, Ph.D.: "Benefits of Social Networking"

Debra Lieberman, Ph.D., a lecturer in the Department of Communication and a communication researcher at ISBER (Institute for Social, Behavioral, and Economic Research), was awarded a three-year grant from the Alzheimer's Association and Intel to build and evaluate an online social network similar to Facebook, to help people ages 50 and older who want to maintain or improve their cognitive health. The social network will provide opportunities to interact with others interested in having good cognitive health and will offer information, tools, avatars, and games designed to motivate engagement and improvement in four lifestyle areas that are known to delay the onset of Alzheimer's disease: nutrition, physical activity, challenging mental activity (online and offline), and having a circle of friends. After developing the social network, Dr. Lieberman and her team will conduct a nationwide online randomized study to assess how people use the network and to discover impacts of its various components on users' daily activities in the four lifestyle areas. The study will help identify the types of social relationships, interactive features, and informational content that can be presented and facilitated online to help improve a cognitively healthy lifestyle, and how best to design and implement those features for the targeted age group. Dr. Lieberman is collaborating on this project at UCSB with neuroscientist Professor Kenneth Kosik, M.D., and computer scientist Professor Xifeng Yan, Ph.D.

"Digital Ocean: Sampling the Sea"
Research Profile of Ronald E. Rice, Ph.D.

Professor Ronald E. Rice of the Department of Communication, along with Professors Constance Penley(Film and Media Studies), John Melack (Bren School) and Steven Gaines (Dean, Bren School), along with Communication graduate students Ryan Fuller and Rebekah Pure (both graduate students) and undergraduate 199RA Kim Harris, and Bren graduate student Julie Robinson, worked on a year-long project June 2009-2010 called DigitalOcean: Sampling the Sea (http://www.cftnm.ucsb.edu/Programs/EMI/Research/SS.html?pkey=1990). The MacArthur foundation's Digital Media & Learning program awarded the team $217,000 to design, implement, and evaluate this pilot project. Sampling the Sea was coordinated through the Carsey-Wolf Center for Film, Television, and New
Media, with superb staff support from Natalie Fawcett and Cathy Boggs, external media and computer professionals Bruce Caron and Art Clifford, and a team of science educators.

The project engaged middle and high school students in 200 classrooms around the world in monitoring, analyzing, and sharing information about the declining global fish population that, in its implications for humans and the ecosystem, dwarfs other food issues in our time. Sampling the Sea used multi-disciplinary teams of students, scientists, and new media experts, partnering with Google Earth and ePals, to engage the next generation of consumers in a global dialogue on the interrelationships among local human customs, regulatory laws, fishing practices, wildlife management, and the future of the sea.

By integrating social networks of students/teachers collecting data, images, and stories about seafood in their local communities with interactive, animated displays of scientific content about trends in fisheries and ocean species in Google Earth, students learned about sustainable seafood choices and effects of human actions on the ocean. In addition to having students submit and review data, teachers were able to extend student participation in the project by having them upload photos and short digital stories (which may include mash-ups and edited video clips) about their project experiences. They could then share these with their peers from around the world using e-Pals secure online social networking capabilities. Students reflected on their experiences by completing exercises and blogging on topics such as how their dietary choices relate to ocean sustainability.

Within the projects 12-month grant term, there were several goals to be achieved by the team of researchers. Of these goals, the following are some of the most significant. The researchers chose to build upon existing fisheries databases, including assessments of sustainability (e.g., from the Monterey Bay Aquarium and the Blue Ocean Institute) for interactive, animated displays within Google Earth. Next, the researchers aimed to create an interface for teachers and students to access Sampling the Sea's resources through Google Earth, SeaWatch, and ePals. This interface would assist educators and partners in developing a flexibly-administered science learning module (lesson plans, exercises) supporting classroom study of the environmental impacts of consuming fish and alternatives for sustaining fisheries. From these resources, researchers aimed to run a pilot program in which students collect and report data about fish available in their local communities (stores, restaurants, docks, fish markets) and about their own fish consumption. Lastly, researchers intend to evaluate success in reaching project goals for participation numbers, use of participatory learning tools, and increased student awareness of ocean processes, seafood sustainability, and the existence of differences in seafood practices around the world.

**Newsletter Staff:**
Associate Editor/Photographer: Sean Stewart
Designer/Webmaster: Chris Sams
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**Editor:** Karen Myers