THE DOCTORS ARE IN

Speed Dating meets Group Therapy for Effective Teaching

Presented by

AEJMC Standing Committee on Teaching

Welcome to the Doctors Are In 2012

As AEJMC turns 100, *Doctors Are In* turns six. Members of the Standing Committee on Teaching first offered the session in 2006 in San Francisco and tweaked the format to add the "speed dating" roundtables in 2007 in Washington, D.C. The goal was to help those new to academe across a range of topics. The committee soon discovered that as many veterans as newbies were attending. Regardless of experience, faculty members are always looking for new ideas from peers. We hope this session and this booklet provide some helpful tips for you to take home. We're looking forward to learning from you as well during roundtable discussions.

Here are the 2012 topics from the *Doctors Are In* session and the names of the doctors (teaching committee members) that compiled the tips in the booklet:

- Strategies to balance research, teaching and service, **Linda Aldoory,** Maryland
- Creating a teaching portfolio for tenure and promotion, **Bonnie Brownlee,** Indiana
- Building a better syllabus, **Charles Davis**, Missouri, and **Karen Miller Russell**, Georgia
- Using Twitter and other social media tools for effective teaching, **Amy Falkner**, Syracuse University
- Incorporating diversity into your classes, **Anita Fleming-Rife**, Northern Colorado
- Teaching online or using course sites to enhance face-to-face classes, **Susan Keith**, Rutgers
- Teaching and conducting research abroad for the global scholar, **Birgit Wassmuth**, Kennesaw State

You'll also find this handout and other tips in past *Doctors Are In* booklets on the AEJMC site at http://www.aejmc.org/home/resources/teaching-resources/. Please feel free to contact any of the members of the committee with questions throughout the year.

~ **Jennifer Greer**, Alabama
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Jennifer Greer is chair of the Department of Journalsim at the University of Alabama. She has been a member of AEJMC's teaching committee for five years and is entering her second year as chair.

Strategies to Balance Teaching, Research and Service

By Linda Aldoory, Maryland

While I often speak about the balancing of work into a hectic life, I am going to focus here on the balance within our work, the typical triumvirate of academic positions: teaching, research and service.

1. Stop thinking of it as "balancing" and start thinking of it as "negotiating" work time. Negotiation implies giving up something to get something. The best-kept secret is that no one truly attains balance (even though some people are good at looking and acting as if they do!). The often unpredictable, 24-7 nature of an academic job requires a different mentality.

2. Use the classroom as a research site and your research as an opportunity to educate. Add to your hours and efforts toward research by embedding scholarly endeavors in your teaching and course curriculum. There are several ways to do this. One is to develop and evaluate teaching tools or use new media in your classroom, and then write up the evaluation and submit to AEJMC conference or to a publication. Another way is to conduct research for clients that are used in courses, and with client collaboration and approval, submit the research for conference/publication. You might also collaborate with teams of students in a research project that allows the students not only research experience and conference paper submissions, but also course credit (such as independent study credit or experiential learning in research methodology).

3. Do not jump in to learning innovative technology or new media for your course without considering what you sacrifice if there is a steep learning curve. If you significantly increase your hours of prep time for a course, you ultimately decrease the time you have to spend on service and research. Wait until you have the time, over the summer or through an instructional improvement grant that buys you time, or create a research project out of your exploration so that you combine a teaching goal with a scholarly output.

4. Schedule your research the way you schedule your office hours and you get classes scheduled. Research is typically the unscheduled, personal and least prioritized activity in an academic schedule; and yet for many of us it is the most valued in tenure and promotion decisions. Stick to a regimen that includes hours for research or days for research. You wouldn't dare not show up to a class time or a service meeting; make the same commitment to your research.

5. Seek out and build a mentor relationship. Take someone who you think is good at negotiating their work life to lunch, once a month if possible, and if that is too often to be realistic, then once a semester. Ask four important questions: What can I do to make my research more valuable to the unit?

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What should I be doing that I am not doing to negotiate my schedules for teaching, research and service? What does the unit expect for promotion? What type of service and amount of service is expected?

6. Know the unwritten rules for research. Knowing these can help you consider your efforts more efficiently. There are several factors in expectations that can increase or relieve a sense of your burden when attempting to balance scholarly efforts with teaching and service. For example, your university may "rank" sole authored publications over co-authored works; SSI ranked journals over all others; "mainstream" journals over a subdiscipline's outlets; print journals over electronic-only outlets; etc.

7. Try to calculate hours of work in service to plan ahead and choose some service options wisely. For example, some service offers symbolic "prestige" – commitments that might be labeled "chair" of a popular committee but with a heavy work load that includes creating agendas, running monthly meetings, following up with minutes, etc.
These positions take up exactly the same amount of space on your CV as all other service activities do—two printed lines under the heading of service. And if they are within your department they may not offer the networking advantage where you meet other faculty or administrators. While it may seem like a certain service obligation has too many meetings, the total number of hours could be significantly less than a search committee, for example, that meets only twice officially, but then you need to spend hours and hours poring over dozens of job applications.

8. Do the service that allows you to network with other faculty who could be mentors or with those who may impact your promotion. College-level service or university-level service introduces you to other faculty members of varying ranks who may one day affect your future.

9. Do what you have to do to get tenure, and then do what you love. This is not a nice or optimistic principle but it got me through some challenging moments. It is a realistic reflection of how to consider research, teaching and service. Depending on your institution and its emphasis (typically on teaching, on research, or on both), spend the hours on what is valuable to the institution and your academic unit. This does not mean that you cannot study what is important to you or that you have to give up innovative teaching ideas. It means that the hours spent on such endeavors might have to be aligned with institutional expectations. Once you meet your goals for tenure and promotion, seek out the service you love, the teaching that inspires you and the research that makes a difference to you.

Organizing Your Portfolio and Presenting Documents to Support Your Case for Tenure and Promotion

By Bonnie J. Brownlee, Indiana

The following are tips to help you with your tenure and promotion preparation:

1. At the beginning of your academic career, set up a box or file for each of four (or five) categories below. Add material throughout the probationary years before your tenure decision is made.

- Teaching: Teaching philosophy; course evaluations; peer observation letter(s); fan mail from students; teaching award nomination(s); teaching awards; a narrative that provides context and shows your thoughts on teaching.

- Research and Creative Activity: Copies of presented conference papers; award nomination(s); award(s); copies of journal articles; book chapters; books; grant application(s) even if not successful; other publication(s); creative work (if applicable); a narrative that provides context and shows your thoughts on research and creative work.

- Service: Appointment letters; any other supporting material; a narrative that provides context and shows your thoughts on service.

- Leadership (if applicable): Appointment letter; evidence of productivity; any other supporting documents; a narrative that provides context and shows your thoughts on leadership.

- Other: Evidence of participation in and successful completion of faculty development workshops and seminars; a narrative that provides context and shows your thoughts on other activities you are involved in.

2. Be familiar with your university faculty handbook, college policies and departmental guidelines regarding tenure and promotion.

3. Pick a mentor and work closely with him or her, ideally a colleague from another department within the same college. Ask to see this person's tenure and promotion dossier.

4. Be a good colleague and a good academic citizen. Be the best teacher you can be; always keep your class schedule; always be prepared for class; provide prompt and meaningful feedback on graded assignments; attend faculty meetings and other committee meetings; contribute to discussions in a meaningful way; be collegial and show that you are a team player.

5. Keep your department chair/dean informed and up to date on the progress you are making toward tenure and promotion. Always feel free to ask for help.

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Building a Better Syllabus
The Forked Path: A Binding Contract or an Outline of Things to Come

By Charles Davis and Karen Miller Russell

Charles Davis is a professor at the Missouri School of Journalism and the facilitator of the Media of the Future Initiative for Mizzou Advantage. Davis' scholarly research focuses on access to governmental information and media law. He has earned a Sunshine Award from the Society of Professional Journalists for his work in furthering freedom of information and the University of Missouri-Columbia Provost's Award for Outstanding Junior Faculty Teaching, as well as the Faculty-Alumni Award. In 2008, Davis was named the Scripps Howard Foundation National Journalism Teacher of the Year.
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1. Keep it simple. Write with clarity. Express yourself clearly. Remember, the syllabus sets the tone for the course. If you are a serious type who broaches no dissent, well, it's your canvas. But if, like me, you have a bit of a penchant for informality, make sure your syllabus lightens up a bit. Write like, well, a journalist.

2. That said, uncertainty and lack of clarity regarding instructor expectations frustrate students and make them anxious. Be as specific and detailed as possible about course polices, particularly attendance, how you handle "excused/unexcused absences" and late assignments.

3. Be clear about course assignments. Anticipate and answer on the syllabus students' questions like: How many assignments will there be? How much is each one worth? Is there extra credit available? How much? What do I have to do to earn extra credit? Think about ALL of the possible questions students could come up with (best of luck on that!)…

4. Use the syllabus planning process to help construct, or deconstruct, the entire course, every time out. Run it by colleagues, former students and current students, seeking feedback. It should be a way to revisit the entirety of the course.

5. Use this to reflect on the bigger questions of higher education: What are we here for, anyway? At the end of the semester, what should students know? What are my goals, and what are theirs?

6. For each and every graded assignment in the course, make sure you include a fairly detailed rubric explaining with as much precision as is reasonable what items students will be graded on and how an A is differentiated from a B, etc.

7. Be real. Do you want students to reach you at home? On your cell? If you do, fine; put that in the syllabus. But if you don't…don't. Remember, this is YOUR syllabus. Again, it should reflect the teacher you are—not someone else.

8. If students need it for class—books, readings or equipment—then make sure you list it and emphasize that it is required. But if you may use it, then make it "suggested" or "non-required." Nothing makes students madder.

9. Think long and hard about this, then make sure you prepare a fairly detailed section on classroom behavior. Mine goes into detail about all the things that
drive me nuts, one by one, in a Dave Letterman Top 10 list format. Use a little humor to deliver the message if it works for you.

EXAMPLE: "Class ends at 3:50 p.m., not 3:45, or 3:40. Don't start packing up, wiggling in your seat and generally making a ruckus before I finish, or I will express my displeasure pointedly."

Now, again, this works because I do it with a smile and a wink, but it works! I get a lot less disruption, even in a large-lecture setting, because I call them on it, very publicly. This does NOT work for everyone. I know this.
Find what works for you!

10. Remember that you are being paid to teach, and what a joy it is, and why you began teaching in the first place. Was it so you could obsess over a syllabus? No, I didn't think so. But it is important to get these right and to send the right signals, so never, ever use the same one twice.

Karen Miller Russell teaches public relations and media history at the University of Georgia. Russell advised the PRSSA Bateman National Case Study Competition national championship team in 2007, and her teams received Honorable Mention awards in 2006, 2008 and 2009. Her blog, Teaching PR (http://www.teachingpr.org), brings public relations education forward for public discussion, and PRWeek named her one of PR's 30 "Top Tweeters" in 2010. She won the AEJMC's 1995 Nafziger-White Award for best dissertation and the Institute for Public Relations 2001 Pathfinder Award in recognition of original scholarly research that has made a significant contribution to the body of knowledge and practice of public relations. Russell is editor of the Journal of Public Relations Research.
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Using Twitter and Other Social Media Tools for Effective Teaching

By Amy Falkner

1. Determine your social media comfort level
    - How much do you want students to know about you?
    - Using what they know: Facebook. Sample assignment explained.
    - Where do Google+, Twitter and LinkedIn fit in? Instagram and other photo sharing sites?

2. You and Twitter
    - Your profile: Include your real name, location, actual photo and short bio. Be real and transparent.
    - Follow the 75/25 rule: 75% of your tweets should be useful to public discussion; 25% can be personal or casual.

3. Terms to know – Twitter basics: https://support.twitter.com
    - Retweet - Forwarding a message to your followers with or without additional remarks
    - @ replies - Public responses to others that can be seen on your timeline or by people who are following both.
    EXAMPLE: @amyfalkner I'm signing up for Flickr today. Do you have an account?
    - d or dm - Direct messaging for private messages only seen by you and the recipient.
    Note: No @ symbol needed.
    EXAMPLE: d tulagoenka Where can I find more information about the Human Rights film fest?
    - URL shorteners - Converts web addresses to smaller versions to save characters (e.g., tinyurl, bit.ly, ow.ly)
    - Favorites – Similar to web bookmarks, this saves individual tweets for later viewing. Designated by a star.
    - Lists - Organize specific followers based on theme or topic so that it narrows your focus.
    - Search - Find what you're looking for based on specific keywords, locations or time http://search.twitter.com/advanced

4. Find people/organizations to follow. Here are some industry types:
    - Your school: @NewhouseSU, @NewsHouse, @SyracuseU, fellow professors
    - Professional organizations: @PRSA, @RTNDA_F, @APStylebook
    - Media outlets: @BreakingNews, @NYTimes, @NPRNews, @CNNbrk, @AdAge, @AgencySpy
    - Digital media gurus: @Mashable, @VentureBeat, @TechCrunch, @NiemanLab
    - Websites: MuckRack.com (Journalists); WeFollow.com (by category); Search top Twitter lists by specialty
    - Chats: #PRChat, #JournChat

5. How to get your class to tweet
    - Hashtags are a way to label tweets so that other users can see tweets on the same topic. Hashtags contain no spaces or punctuation and begin with a "#" symbol. Use your class prefix and number.
    Note: If using official Twitter app to review/grade, look for option to "view all" tweets.

• GroupTweet is a free service that automatically re-posts direct messages sent from followers to the entire group. These can be private or public. Use this function to solicit questions and comments during class/lectures. http://www.grouptweet.com/about

6. How to evaluate tweets/social media influence
   • Hashtag Tracking is a way to measure Tweets, impressions and reach for the past 24 hours. http://www.hashtracking.com/
   • Klout is an influence measure. http://klout.com/home
     20: average Klout score
     50: Only 5% of users have a Klout score higher than 50
     100: Justin Bieber is the only individual to have a perfect Klout score
   • Tweet Grader evaluates how influential are you on Twitter. http://tweet.grader.com/
   • Tweet Reach evaluates how far your tweet traveled. http://tweetreach.com/

Sample Assignments

1. Communication in and beyond class
   • Setup: 1) Determine a short and original hashtag (e.g.) course prefix and number #ICC505, that is included with EVERY tweet, or 2) create a central GroupTweet.com account that students post to directly to use direct messaging.

   • Assignment: Students tweet on a daily/weekly basis relevant links and discussion to course. This fosters discussion and exchange of ideas, plus it can generate a valuable resource (Think news wire). Suggestion: Require a minimum number of posts weekly, and refer to Twitter threads regularly in class for conversation starters.
   EXAMPLE: @NHMag (Newhouse Magazine professors)

2. Get students out of the building: Summer boot camp scavenger hunt
   • Objectives: Teach students in a newswriting class to use Twitter for reporting and making connections. Show ways to leverage their iPod Touch or smartphone for reporting and expose them to campus and local places.

   • Assignment: Students work in teams of two to fulfill the 10 tasks listed on the assignment sheet, including a class section hashtag (e.g. #new6051, #new6052, #new6053, #new6054) in each tweet. They receive the assignment on Tuesday and must have it completed by 9 a.m., the following Monday. Highlights are put into Storify, which is a system that compiles Tweets, Facebook posts and other social media into a narrative thread that can be embedded on a web site. Storify is a free and easy to use service.

3. Live reporting
   • Assignment: Students use Twitter while covering speakers, sporting events and conferences. They must tweet a minimum number of times and include photos if feasible. They should adopt a specific hashtag that must be included in each tweet. Also, students can connect to CoverItLive, a chat-style service.
   EXAMPLE: http://tinyurl.com/SedarisSU (David Sedaris speech on The NewsHouse. Hashtag was #SedarisSU)

4. Researching companies and crises

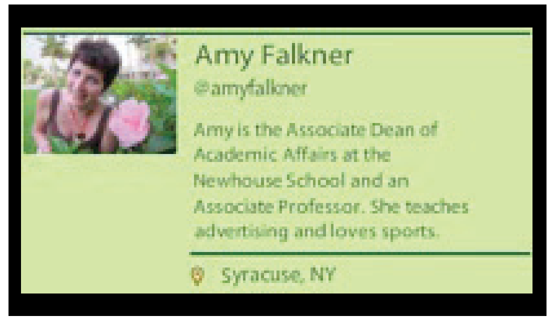
• Assignment: Monitor a company's official Twitter feed and primary competitor's feed for a week and report on how effective the Twitter updates are, compare how they fare to a major competitor and make recommendations.

EXAMPLE: Advertising media class #adv500

5. Measuring social engagement

• Assignment: Monitor rankings for a company using any or all of the tools such as Klout.com, Topsy.com, TweetEffect.com and SocialMention.com. Students get exposure to analytics for this still developing field in which companies are trying to validate marketing efforts through social media.

EXAMPLE: Public relations research class



6. Promoting projects

• Assignment: Incorporate Twitter into social media plans for a special project or client campaign, especially if the project will extend beyond the end of the course.

EXAMPLES: @NewsHouse, @TwentyWhat, @TheFallWorkshop, @SUnews21

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Top 10 Tips for Incorporating Diversity into Curriculum

By Anita Fleming-Rife

"If you tell me, I forget; if you teach me, I may not remember; if you involve me, I learn." This Chinese proverb can be put to the test when infusing diversity into the curriculum. All students must have a sense of place and belonging when learning about different cultures—where their culture intersects with other cultures is important to teaching diversity in the classroom. To involve all students deepens a student's understanding of themselves and others and strengthens student-learning outcomes.

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1. Faculty
First, the faculty must know one's self. Be aware of your own cultural biases, attitudes and assumptions. Try the Implicit Association Test—a great tool for self-discovery.
https://implicit.harvard.edu/implicit/demo/

2. Respect
Faculty must model and teach respect to each and every student regardless of race, ethnicity, gender, sexual orientation and ableness. How?

- Day One: Have students break into pairs or small groups for 10 minutes. Have them introduce themselves to each other. Ask them to define respect and discuss what respect means to them including how they show respect. Back together as a large group, ask for definitions and identify like and different themes.

  You don't have to agree on a definition but acknowledge that there are differences in the definitions and that we can learn from our differences. To know that there are differences helps us to understand each other and ourselves. At the same time, you will want to note commonalities in understanding respect. This exercise helps create a climate in which all students feel valued and respected. This way we build inclusive communities out of diverse classrooms.

3. Syllabus
Have a diversity statement on your syllabus. It can be included in your teaching philosophy, or it can be a stand-alone statement. In addition, you should include as a stand-alone statement a disability statement that informs students of available resources.

4. Collaboration
Make sure group assignments are always diverse in race, ethnicity, gender, sexual orientation, etc.

5. Three levels of inclusion:

- Infuse course with content and discourse that take serious account of our differences and similarities on any given topic or issue. Provide a variety of perspectives that reflect the voices of "others," as well as the dominant groups.
- Make an effort to call on students who are not of the dominant group in the classroom. Let all students know that their viewpoints are valued.
- Develop assignments that provide students with opportunities to cross cultural boundaries.

6. Students as co-creators of knowledge
Facilitate the identification of student research opportunities that will empower students. Students must be able to make decisions about the work in which they will engage.

7. Guest speakers of varying race/sexual orientation/abilities/political orientations
Provide opportunities for your students to learn from diverse experts. They can be found on your campus, or you may use your local media outlets to find diverse professionals.

8. Community engagement/service learning
Provide students with opportunities to work with various community organizations that serve diverse groups.

9. Stand-alone courses
Develop stand-alone courses that focus on diversity. For example, race, gender and class in the media; the history of minorities and/or women in the media; media effects—where students can design their own study around race, gender, class, sexual orientation, ability or other identities.

10. Mention race
Don't be afraid to mention race in lectures. A newly-minted Ph.D. told me how good it made her feel to learn that Stuart Hall was black.

Tips for Teaching Online or Using Course Sites to Enhance Face-to-Face Classes

By Susan Keith

1. Remember that less is more. If you are teaching fully online, with no face-to-face meetings, you may make fewer trips to campus, use less gas, spend less money on a professional wardrobe and make fewer demands on university physical resources (which may result in your unit keeping more of the revenues from a course). Many scholars agree, however, that teaching the fully online course takes more time than teaching face to face—especially if you're teaching a new prep, teaching online for the first time or using a new content management system. Not only must you master the material, but you also have to determine how to present it online. As text? As an audio lecture or lectures? As a video lecture or lectures? Using voice-over-PowerPoint? Using some combination of those and other methods? Then you likely will have to upload your course materials to the site or find someone on campus to do it for you. Once the course has started, you may not spend 90 minutes twice a week standing in front of a class, but you will have to answer by email all the individual questions that you could have covered more quickly in front of a group. So it's wise to plan for the demands of online teaching and remind your administrators what they are.

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2. Don't expect students to know how to join your online class. Students know how to find physical classrooms, but they may not know how to find your online course—especially if your university utilizes multiple content management systems that notify students of enrollment in different ways. It is always a good idea to email students before the semester begins to explain how to enter the course site and what texts or materials, if any, they need to buy.

3. Prepare for late joiners. Even if you email students before the semester begins, you should expect some "no shows" who find your fully online course well after it has begun. (If your university is like mine, some students don't read their university email account because they think it's full of junk!) Know what the policies of your university and unit are. Can you administratively drop students who don't "show up" online after a given period? Or must you "catch up" students who finally realize in the fifth week of the semester that they should log in to their online course site? What if the missed assignments included group work or responding, by a specific deadline, to some stimulus that is out of date by the time latecomers enter the course? Do students lose credit? Or will you create a makeup assignment? Make sure your syllabus outlines a plan.

4. Give your students a tour of the online course management system. Whether you are teaching a fully online course or a course that uses a website as a supplement, don't assume that it will be obvious to students where they should find the materials they need for your course—especially if they have just entered your program. Most content management systems provide some degree of customization, so the last online course a student took may have placed readings or assignments in a different location. You can compile a nice tour of your online-only course or the website you're using to supplement

a face-to-face course by inserting screen grabs of the site into a Word document or creating a video using software, such as Panopto, that allows you to capture video images of your computer screen.

5. Be explicit with students about the challenges of online learning. Fully online learning isn't the best style for every student. Students who have trouble remembering deadlines, aren't motivated to attend face-to-face classes or don't have access to reliable technology probably will find it a challenge to succeed in an online class. (Conversely, shy students and non-native speakers of English, who may be reluctant to speak up in a face-to-face class, may shine in an online course.) So you should let students know how often they need to be able to access your course site, what software (if any) they will need for the course and how they should assure that they don't miss assignments.

6. Discuss much? Explain why. Professors often see online discussions as a natural replacement for in-class discussions and require them of students taking online courses. Students, however, may view online discussions as "written assignments" (viewing them as more formal assignments than the professor intends) or "busywork" (especially if the professor doesn't grade them or doesn't explain how they will be graded). So it's important to explain to students why they are required to take part in online discussions and to provide them with a rubric or guide that shows how you will grade the discussions. If you don't grade discussions, you shouldn't expect students to do them.

7. Prepare for different types of learners. Educational theory has long told us that some students learn better by listening, others by reading and others by doing. Just as you probably try to accommodate all types of learners in your face-to-face classroom, you should think about accommodating, as much as possible, different learning styles in your online classroom. This can be easier to do than it sounds. For example, if you post some lectures via voice-over-PowerPoint, you should also post separately, if possible, the audio file of your lecture (for aural learners who want to download it to an iPod or mp3 player and listen at the gym or while commuting) and the PowerPoint slides (for students who learn best by reading or by printing out slides and physically writing in the margins).

8. Keep it short. To keep students' attention, you probably shift activities, at least subtly, every 20 minutes or so in your face-to-face courses. So you should not expect students to be able to absorb a one-hour video lecture online. If you feel you must talk that long, break the lecture into four 15-minute segments. Or cover the same material in a 15-minute summary video lecture, a text reading and a set of PowerPoint slides.

9. Remember that online, no one can hear you scream. OK, so you don't scream at your students in face-to-face classes (I hope.) You probably have some method, however, for visually, aurally or physically indicating that you have especially important information about course deadlines or content to share. Because you cannot speak louder, wave your arms, ask students to look at you or stand on a desk online, you need to remember to post especially important information about deadlines, requirements and course content in multiple places on the course site at multiple times.

10. Know the limitations of online assessments. If you're making an online course out of a face-to-face course in which most assessments were exams, you may want to consider whether you can assess students' knowledge in a different way and still meet the learning objectives of your course. Although most online course content management systems provide some type of examination software, you obviously cannot proctor examinations online—assuring that students are not using unauthorized materials—in the same way you can in a face-to-face classroom. As a result, the best online assessments tend to be those that require students to demonstrate types of learning that are higher on Bloom's Taxonomy than the remembering or understanding they often are asked to do on exams. Think about designing assignments that ask students to apply, analyze, evaluate or create.

Teaching and Conducting Research Abroad for the Global Scholar

By Birgit Wassmuth

If you ever dreamed of spending a year or semester abroad, here are some helpful steps to make that dream come true:

1. Start with some soul-searching and answer these questions (in writing): Where do you want to go? What do you want to do (research or teaching)? Why? When?

2. For detailed information about teaching and research opportunities abroad, I most highly recommend that you visit the Council for International Exchange of Scholars at http://www.cies.org.

3. Talk to your colleagues in the department and across campus who have participated in international exchange programs in the past. Pick their brains!

4. If you have any colleagues or academic friends at an institution abroad that you might consider visiting, begin a conversation with them to explore possibilities. Let them know that you are interested in a visiting professorship, for example.

5. Talk with your department chair (and your family!) early in the planning process so that you can get on the department's calendar regarding a leave of absence for a semester or a year.

6. Strategically expand your involvement in professional associations in your field (PRSA, AAF, AAA, SPJ, etc.) to explore international opportunities for members involved with global issues.

7. Globalize your research (or expand your international research) and consider collaborating with potential co-authors from other countries. An invitation from an international co-author may open the door to an exchange or a scholarship for you.

8. In addition to exploring external funding opportunities (such as Fulbright), pursue internal funding opportunities on your own campus as well. Your institution may have a faculty exchange program.

9. Feel free to contact the U.S. Embassy in your country of choice, once you have narrowed down your choice. Embassies often have short-term opportunities that arise suddenly. They are always looking for interested scholars.

10. As a former Fulbrighter, I'd be happy to serve as a resource for you as well. So, please don't hesitate to contact me if you have any questions. bwassmut@kennesaw.edu

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