

## 2001 NCA Presidential Address

# Communication as an engaged discipline: Seeing with new eyes and skating to where the puck will be

*James L. Applegate presented the presidential address at the 2001 NCA convention in Atlanta in November.*

Another president once said that being a president in higher education is much like being the owner of a graveyard — lots of people under you, but no one is listening. However, I assure you I have not had that experience. As I traveled the country calling for an engaged communication discipline, I typically found colleagues for whom the idea of engagement has struck a responsive chord. They find it focuses much of the work they are doing, or points to work they should do, to fulfill the promise of this discipline and to bring to it a renewed sense of purpose.

Our work together to create an engaged communication discipline is part of a larger transformation in higher education. Engaged campuses and engaged disciplines, meeting the long and short term needs of society through research and teaching, are a part of a new mandate for higher education in the 21<sup>st</sup> century. For example, in 2002 the American Association for Higher Education has made “The Engaged Scholar” the theme of its large and influential annual faculty roles and rewards conference. Across higher education, engagement is a recurring theme. Since September 11, the call for higher education to become engaged with the needs of society carries a new sense of urgency. We must help citizens, from Seattle to the Sudan, from New York and Washington to Istanbul and Kabul, to rise from the ashes of September 11 as more engaged members of an international community, committed to healing and inclusion, and intolerant of hateful divisions.



James L. Applegate

Communication is especially well positioned to take on the challenge of engagement. By embracing the scholarship of engagement, we will fulfill the promise of communication as a discipline — a promise grounded in our rich intellectual traditions from Aristotle, whose rhetoric can be seen as the discovery of knowledge that empowers citizens to be civically engaged in society; to John Dewey and his colleagues at the Chicago School who sought to meet the challenge of the blooming, buzzing confusion of a growing and ethnic Chicago by understanding and using communication (what Dewey called, “the most wonderful of all things”) to create community; to Habermas who forwards an ideal for communication practice that ensures “the gentle force of the better idea will prevail.” prevail because of its betterness, not because it is advocated by people with power or access or money.

We have always been a discipline committed to the integration of theory and practice. As Bob Craig wrote, we are a practical discipline. Like medicine, we generate basic knowledge about important human processes but always within the context of improving lives. For us that means improving the practice of communication. At our core, *we are about empowering people to use oral, written, and electronic forms of communication to participate in a civil and open society where the gentle force of the better idea will prevail.*

### Seeing with new eyes

Marcel Proust, the philosopher, said that the real act of discovery lies not in finding new lands but in seeing with new eyes. If we are to maximize our contributions to society, we must begin to see our basic work, teaching and research, with new eyes. Another great philosopher, Wayne Gretzky from the hockey world, said that the secret to success was not in skating to where the puck is, but to where the puck will be.

Engagement is where the puck will be

for academic disciplines and institutions in the 21<sup>st</sup> century. Engagement is not a passing fad. It is a demand being made of all of higher education in the 21<sup>st</sup> century. As a discipline, communication must not accommodate to higher education as it is but be a change agent, helping higher education become what it should be to play its proper role in a 21<sup>st</sup> century global society. Because of our content, because of our history, and our intellectual focus, we are positioned to lead the effort to meet that demand. We are in a position today where organizations like the PEW Charitable Trust, the Carnegie Foundation, the Council of Graduate Schools, the American Association for Higher Education, Campus Compact, the American Council on Education, the National Science Foundation, the National Institutes of Health, and other learned societies expect us to provide leadership for higher education as it moves to a more engaged stance. Their support has helped us grow the resources needed to provide this leadership.

Engagement is, in the words of Arlo Guthrie (for those of you old enough to remember who he is), a movement. It is a movement designed to help our current and future colleagues understand and commit to the connection of work in all disciplines to the creation of a healthy, civil, humane, and participatory society. To see our role in the creation and sustenance of a “public,” as John Dewey defined that term. We serve a public fraught with differences. We help it sustain a commitment to finding common goals and the promise of communication as a means of creating the common ground to accomplish those goals — communication across disciplines, communication among institutions at all levels, and communication between the academic community and society at large.

From biology and chemistry, to psychology and communication, to English and the arts, we must reject the vision of “the well frog.” The well frog lives its

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life at the bottom of a well (for us it is a disciplinary well). It believes that all there is to the sky is what it can see from the bottom of its well. We must break out of that disciplinary well and discover the connection of our work to the creation of a society that is healthier physically, economically, and socially — a society that remains committed to overcoming the racial and ethnic divides, the digital divides, and the civic divides that hinder our pursuit of social justice.

## Vision, passion, action

There are three parts to the change that I advocate for communication in becoming an engaged discipline. First, we need a substantive *vision* to guide our research and teaching toward engagement. Second, we need passion to motivate us to pursue that vision because it will not be easy. And third, we need the courage to commit to meaningful *action* on a public stage. *Vision, passion, action: and the first of these is vision.* I will describe what I think the vision of an engaged communication vision entails later. First, let me say one thing that vision should not include is disciplinary narcissism. We spend too much time inside our disciplines focused on matters that matter only to us. Do our journals provide adequate opportunity for our own scholarship to be published so we can be promoted and tenured? Do we have the proper number of caucuses and commissions and divisions that provide adequate power and visibility to our form of scholarship in disciplinary associations? Are we properly recognized by funders? Why are we not appreciated more by the outside world? How do we promote our discipline so others will think more highly of it?

These kinds of discussions, while having their place I suppose, do little to promote the basic shift in approach to research and teaching that I believe is necessary. Our journals, conventions, disciplinary activities and efforts to elevate our particular programs are not ends unto themselves. We need to encourage an outward vision, seeing our work as a means to an end; a healthier society and

better lives for the people who live within it.

Let me be clear about one thing, however. Today the legislative council endorsed substantive changes in the constitution and bylaws of NCA for review by the membership. These changes are designed to restructure this organization so that it is more inclusive and more flexible and better able to respond to the changing demands of a 21<sup>st</sup> century society — to better enable us to be an action oriented engaged discipline. This internal work is important. But as we discuss and debate the nature of these changes, let us keep our eyes on the prize. Let us focus on those changes as means to the end of becoming engaged, and not become enmeshed in narcissistic discussions that only we care about.

In addition to a vision for how to engage our teaching and research, we need to develop a passion about the vision we will pursue. I know passion is a term that sits uncomfortably in the academic world. We typically like to think of ourselves as dispassionate critics. We see our role as generating knowledge and transmitting that knowledge in the classroom. But vision without passion is the worst form of bureaucratic spirit. At best, it is what we often call a strategic plan. At worst, it is simply a set of strategies to help us achieve personal or group success. On the other hand, passion without thoughtful vision invites demagoguery. We certainly see enough of that in politics inside and outside of academia. We as academics, however, are in a unique position to blend vision and passion to better realize Habermas' ideal communicative context in which, "the gentle force of the better *idea* will prevail." As scholars and critics, we can bring a unique form of "*passionate rationality*" to the table that encourages *reflective action driven by the gentle force of the better ideal.*

Beyond a vision that directs our action and passion that motivates the action, we must be committed to action itself and the courage to fail publicly. The research and teaching we should be encouraging requires public engagement and public accountability. The traditional academic

environment is structured to keep most of our failures relatively private. If we fail in teaching in a course, only we, our students, and perhaps our department chair are aware of that failure. We sometimes dismiss the failure as not our own but as a failure of our students who are not properly prepared and motivated. If we fail to publish our research, notice of the failure typically comes in a private letter from an editor based on an anonymous review.

If we are to develop an engaged agenda for our communication work, we must have the courage to fail publicly. If we accept millions of dollars in grant funds to do the necessary research to understand how to design an effective public health campaign to reduce the number of young people using drugs, and our first efforts fail, the world will know. When we engage our expertise as public intellectuals to help our communities accommodate an increasingly diverse population, if the programs fail, the community will know. We will fail, we will learn, and we will eventually make a difference, but we must have the courage to take this risk. If we do work that matters, not doing it successfully will matter as well.

We must assume the stage with a *vision* of our work as engaged public intellectuals. We must develop a *passion* about our work that will sustain a life long commitment. We must develop the courage to *act* and to fail publicly if that is what it takes to serve the public.

## Creating a new vision of research and teaching

Let me talk now about a new vision for our work — what, in broad terms, will be involved in seeing our research and teaching with new eyes. Well, it first will require a restructuring of the holy trinity of teaching, research, and service. What we will realize, as we embrace the logic of engagement, is that teaching and research *are* our service. But we must re-envision each of them to make it so.

We must re-envision traditional *research* activities. My thoughts on this topic are heavily influenced by a 1999

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volume of the late Donald Stokes, entitled *Pasteur's Quadrant*<sup>1</sup>. I summarized the application of Stokes' work to our discipline in the February 2001 Spectra. In his volume, Stokes convincingly argues that the simplistic linear continuum between basic and applied research that has dominated much of higher education's thinking about research since World War II is not only an inaccurate historical description of research, but also totally inadequate as a policy framework to guide research in the 21<sup>st</sup> century. Stokes offers a more complex model for thinking about the types of research faculty can and should do. Research, he argues, falls into four quadrants. The research in each of these quadrants influences research in all the others. Stokes acknowledges some research falls within a quadrant consistent with what we traditionally think of as basic research; he calls this Bohr's quadrant. Research in the quadrant shares much in common with the early work of Niels Bohr on atomic structure. He calls a second quadrant Edison's quadrant. This research is applied in the way we traditionally think about applied research. Like Edison, researchers in this area are more interested in making something work or in solving a problem and less concerned with connecting research to a larger theoretical heuristic.

The third, and most significant, quadrant is Pasteur's quadrant. (I will not take the time to talk about the fourth quadrant here. I'll let you read the book.) Louis Pasteur is thought of as the father of microbiology. Few people have done more to alter our basic understandings of life processes. Yet, if you examined the research of Pasteur, it was what Stokes called, "use-inspired basic research." Long and short-term, all of Pasteur's work was devoted to solving problems that improved the lives of the people around him. Stokes' book is rich with examples of other research across varieties of disciplines that share the characteristics of Louis Pasteur's research. *It is this use-inspired basic research that we must do a better job of explaining and encouraging.*

As Stokes argues, Pasteur wanted to understand *and control* the microbiological processes he discovered. Physicists in the Manhattan Project wanted to understand *and harness* the power of nuclear fission. Keynes wanted to understand *and improve* economics systems. Biologists today want to understand *and alter* genetic structure. Communication researchers want to understand *and improve* the practice of communication. In this quadrant more than any other, theory and practice blend into praxis. Tomorrow at 9:30 I invite you to a panel that includes some of our most visible and active research scholars to talk about the role of engagement in the conduct of all of communication research.

Stokes' analysis makes clear that research has always reflected a complex interweaving of basic, applied, and use-inspired basic research. It is this model of research that we must embrace. Policy concerns about research in the 21<sup>st</sup> century will only increase the demand for research within Pasteur's quadrant. Evidence for this shift is abundant. The MacArthur Foundation recently funded a series of projects aimed at integrating research and practice. Even the National Science Foundation, which was created after World War II as the brainchild of Vannevar Bush, the father of the linear basic-applied research continuum, has begun to shift its focus to fund more interdisciplinary problem-focused research. One example is its recent initiative, "science and technology in the public interest." We, in fact, partnered with the National Science Foundation to co-sponsor a conference on the digital childhood. Out of that conference will come a prototype for a new journal, *Communication Policy*, the first issue of which will focus on the digital childhood.

The opportunity for engagement of research is everywhere across our discipline — for our humanists, our critical scholars, and our social science researchers. Let me share a conversation I had recently when I delivered a keynote at a meeting in Boston on engaged graduate education. After delivering an argument much like the one I'm making here for you, a 17<sup>th</sup> century Mexican historian

came up to me and said, "How in the world can I be an engaged scholar?" I told him it was particularly timely that he asked me that question because I had just been involved in helping to organize a major conference for the governor of our state to support an economic initiative to build partnerships with the five major economies of Latin America. Agricultural interests presented programs, business interests presented programs, and higher education offered a whole strand of programs focused on the resources we bring to efforts to develop partnerships that will improve the quality of life in those countries and the economy of our state. One popular program at that conference (dominated by business and agricultural interests, and attended by the ambassadors of these various countries and their economic advisors) was a program conducted by historians on what people from the United States needed to know about the history and culture of these countries if they were to effectively operate as visitors and business people. Now, not all of the research that 17<sup>th</sup> century Mexican historian does needs be engaged. But there is a role for him to play in creating an engaged higher education community.

*It is sometimes said that society has problems while universities have departments and disciplines.* We must overcome both departmental and disciplinary divisions to address the problems society faces in ways that generate basic knowledge and solve those problems. We must see research with new eyes and consider seriously the role of "use-inspired basic research" following the model of Louis Pasteur.

We also must see our *teaching* with new eyes. At this meeting, programs include work on "the scholarship of teaching and learning" encouraged in part by our partnership from the Carnegie Foundation for the Advancement of Teaching. To take seriously the scholarship of teaching and learning is to understand that teaching is a means to an end, and that end is to engage students on and off-campus in active learning. It is not enough to simply be a good teacher.

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Teaching scholars are committed to experimenting with new practices, assessing those practices, engaging in peer review of those practices, and sharing those practices with the teaching community so that they improve not only their own teaching, but the practice of teaching generally. We must all be scholars of teaching and learning. And, once again, communication is uniquely positioned to help higher education find its way to becoming engaged scholars of teaching and learning. Unlike many disciplines, we have a long tradition of scholarly work in instructional communication and communication education that lays the framework for continuing this work under the rubric of the scholarship of teaching and learning. A soon to be published volume by Carnegie provides examples of how the scholarship of teaching and learning is being integrated across these various disciplines<sup>2</sup>. Communication is included in that volume.

The conversation about teaching today is rich with discussions of new strategies to enhance learning. The creation of learning communities, problem-based learning, interdisciplinary perspectives and service learning are all at the center of a new scholarly agenda for graduate and undergraduate teaching. This work enhances learning and teaches our students that there is nothing wrong in pursuing an education to obtain the good life, as long as they understand the privilege of this education must commit them to a life of doing good. We must see our teaching role as extending beyond the boundaries of the classroom and the campus. *We* must be lifelong learners as well as teachers in this endeavor.

Let me share an example of an NCA project in which I have been involved that captures much of what I am talking about here. Those of you who attended Morris Dees' presentation last night know a little bit about this project. In fact, the reason that Morris Dees joined us is in large part because of this partnership. Recently, the National Communication Association partnered with the Southern Poverty Law Center, a leading civil rights organization, the American

Association for Higher Education, and Campus Compact in a "Communicating Common Ground" project to create partnerships across the country in which communication faculty and students engage community partners. These programs help communities and schools embrace the opportunities of diversity while rejecting the hate and mistrust that sometimes accompanies confrontation with human difference. The project currently involves more than 40 partnerships, including research universities, comprehensives, community colleges, and liberal arts colleges. Students, faculty, and community partners are teaching one another how to address this challenge through more effective communication and community building. Teaching and research are integrated in the partnerships. For example, some include efforts to gain basic knowledge about how we increase the cognitive and communicative capacities of children to deal with human difference while improving the quality of life in those communities.

In another partnership, faculty and students have worked with a school where, for the last five years on the anniversary of an unfortunate encounter between Armenian and Hispanic students, ugly and sometimes violent exchanges between those two groups of students recur. Our partners worked with this school for a year, developing projects designed to help the students understand their differences and communicate more effectively. This year, for the first time, there was no confrontation on the anniversary of that event. Students and faculty were talking with one another, overcoming a history of mistrust.

Since the September 11 tragedy, we have issued an emergency call for new partners in communities where work is needed to mute the hateful reactions and hate crimes against Muslims and Arab Americans. The current partners have also, where appropriate, begun to integrate that component into the communicating common ground partnerships. Once you create the infrastructure of an engaged discipline you are ready to respond quickly to the need for our expertise in a rapidly changing society.

## Creating a disciplinary vision

As communication scholars embracing a new 21<sup>st</sup> century vision of research and teaching scholarship focused on generating new knowledge and committed to the concept of praxis, we must articulate an engaged public vision of the substance of our work. Each division and caucus, each department around the country, will articulate an engaged vision appropriate to its own expertise and interest. We have so many opportunities to engage in political communication, health communication, interpersonal communication, critical studies of public discourse, and more. The articulation of these unique engaged visions are occurring around the country.

However, when I was elected president, I thought a great deal about the pressing problems facing society that communication has a unique opportunity to address. I worked with members to begin to articulate a national agenda for our engaged research. The agenda is organized around three divides that threaten the health of our society and our democracy: *the racial divide, the civic divide, and the digital divide.*

W.E. Dubois said, at the start of the 20<sup>th</sup> century, that race was the great question facing America. I think as we begin the 21<sup>st</sup> century, his comment is no less true. Race and ethnicity are great issues facing not only America, but also the world. They are a challenge and an opportunity internationally as the shrinking globe and legacies of ethnic hate threaten our vision of a civil and open society. As John Dewey knew, to create a public in which civil and open discourse can create common ground out of our differences, the key was communication. In our role as public intellectuals we have an important contribution to make in understanding the dynamics of intercultural and international communication and in improving the practice of communication in the interest of a successful and diverse society. The Communicating Common Ground project that I mentioned earlier is one example of a number of projects we have initiated to

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begin to integrate research and practice around the issue of the racial divide.

I also believe that the communication discipline has an important contribution to make in helping this country bridge the civic divide that Robert Putnam documents in his book, *Bowling Alone*. I know scholars like Todd Gitlin and others have ably critiqued Putnam's work. But whatever its limitations, I don't think you can read this book and not come away believing that our democracy has a problem; that this country's social capital is in worse shape than its economic capital, and that is certainly saying something if you recently looked at your TIAA-CREF retirement account. Putnam keyed a National Communication Association summer conference on political communication and documented the generational decline in engagement of Americans in all forms of civic life since the mid-1960's. Communication scholars attending that conference focused on improving the quality of political communication and the structure of politics to encourage citizens to re-engage in the public discourse required for a healthy democracy. They also focused on working with individuals to improve their communication skills so they can engage conflict constructively. We should focus our scholarly energy on understanding the dynamics of the civic divide and in developing solutions to that divide.

What has changed since September 11? Certainly there seems to be a resurgence of patriotism and interest in community. However, whether we are able to sustain this energy and channel it into meaningful civic engagement is an open question. That is a challenge we can help this country face. I point out to people in my own community, and I'm sure it's true in yours, that there are many more flags on cars these days than people who voted in the last election. We must help people find a way to be engaged citizens and not simply flag-wavers.

The last area of focus for an engaged vision that I will mention today is one addressing what has come to be known as the digital divide. Some policy makers

in Washington are suggesting that the digital divide is no longer a serious issue for America. This makes it all the more important that our communication research and teaching examine the use of new information technology in this country to ensure this technology is a tool to enhance fairness, equity, and access for all Americans. I believe scholarship across disciplines indicates that the digital divide is still very much with us. It is taking on new forms. The divide is now not so much between those who have and those who do not have technology. It is more between those who know how and those who do not know how to effectively use technology to improve their lives. I invite you to review a recent issue (May, 2001) of *Education Week*, focusing on the digital divides that plague our educational system. I do not think you can come away from that analysis and not be deeply concerned about our inability as a society to provide equal opportunity to all students, rich and poor, to gain the knowledge needed to use these amazing new technologies.

The digital divide today is primarily about systematic differences in what people know and do not know about how to use new technologies. This makes our role as communication scholars, both in the research and teaching arenas, all the more crucial in addressing the problems this divide creates. The NCA has created a digital divide task force that is multi-disciplinary and involves the private and the non-profit sector to marshal our scholarship around the issue of the digital divide.

## NCA's role

Each discipline and each faculty member within the discipline must articulate their own vision for an engaged model of teaching and research that makes best use of their expertise and skills to serve as public intellectuals contributing to the common good. Society's desperate need for our contribution provides the moral obligation for us to see our work with new eyes.

The National Communication Association, over the last several years, has taken an aggressive role in providing

support for our scholars to find that engaged agenda for themselves. In the *research* area, NCA also continues to work with representatives of the National Science Foundation to create varieties of partnerships providing more opportunities for our scholars to increase our visibility and footprint at that agency. We are already well positioned with the agencies in the National Institutes of Health. The NCA has sponsored a series of research symposia in key areas of communication research, bringing together top scholars to identify what we know and what questions we still need to answer. NCA has created a grant database identifying who has what kinds of extramural grants in the disciplines with what agencies. It is on the Web site. It is searchable. I hope members who are interested in pursuing funded research will find that database useful as we create the critical mass in this discipline needed to access the research resources that will enable us to do meaningful work.

The NCA has been in conversation with journal editors about the need to publish engaged research. Special editions have been done and are being planned. We are creating a prototype for a communication policy journal. In short, we are working to ensure that there are adequate outlets for the kind of engaged research this discipline is producing. In addition, of course, as I have noted, we have created a national task force to address digital divides issues. Our summer conference and other activities are working to encourage research to address civic divide issues, and projects like our Communicating Common Ground project support research that addresses the racial divide.

NCA has also taken an active role in supporting an engaged agenda for the *scholarship of teaching and learning*. We are a disciplinary leader in the general move to promote the scholarship of teaching and learning with the Carnegie Foundation. Just this year, we became one of the few disciplines in which Carnegie's scholars are selected to do research on best practices in teaching. We have been referred to as the gold stan-

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dard among disciplines in our Preparing Future Faculty initiatives with the Pew Charitable Trust and the Council of Graduate Schools. We are rethinking the way we teach in graduate programs and the way we prepare future faculty to be engaged scholars. We have a massive service learning initiative. I invite you again to visit the NCA Web site with hundreds of scholars around the country working to provide the resources necessary to help us all to create new forms of pedagogy that better address the needs of 21<sup>st</sup> century students.

This year we sponsored the Engaged Teaching Summer Conference. The event brought together colleagues working on pedagogical topics, like the scholarship of teaching and learning, preparing future faculty, the use of communication labs, the design of communication across the curriculum, among others. Those folks at that conference developed an enormously valuable set of resources for those interested in engaged teaching that are available on our Web site.

NCA also has worked to raise the visibility of this discipline as an engaged leader in higher education. We are, thanks to the work of our previous leadership, members of the American Council of Learned Societies. We are working with the National Research Council to ensure that our doctoral programs are given adequate recognition in NRC's analyses. The move to Washington, D.C. itself was an effort to enhance the visibility and engagement of this discipline with important external constituencies. We are working aggressively with other disciplinary societies to create partnerships to address many of these issues. We are sponsoring receptions and programs at varieties of higher education meetings and at meetings of other disciplinary associations to promote the work we are doing. At this conference we continue the practice of holding professional development meetings in which our chairs and deans find information and support for the difficult work they must do to build strong communication departments that meet the demands of an engaged higher education community.

## Conclusion

We have done so much together over the last few years, and I thank so many of you in this room for helping us get that work done. But there is much to do. I invite you to form a Communicating Common Ground partnership and a Preparing Future Faculty partnership. (If you're not a doctoral institution, create a PFF partnership with a doctoral institution.) Get involved in the scholarship of teaching and learning initiative and the service learning initiative. Visit the grant database. Build your department as an engaged member of your campus community.

Let us pursue this engaged vision with passion, with action, and with the courage to fail publicly if that is what it takes to learn how to eventually successfully serve the public. Let us see ourselves with new eyes and in doing so skate to where the puck will be in higher education.

Let our work be motivated by our imaginations. Let us imagine communities free of hate, where people have the cognitive and communicative capacity to embrace the rich opportunities of human diversity. Where a child of color is spared the toxic affects of racist attacks. Where young gay men are not beaten and left to die strapped to a fence post. Where African-Americans are not dragged to horrible deaths behind pickup trucks. Where the horrific images of death and destruction so vividly burned in our consciousness from September 11 are replaced with a vision and a commitment to civility and community.

Let us imagine a society where the power of the Internet reduces the isolation of senior citizens and opens all children, not just the advantaged, to a world of possibilities where pornographic sites and hate group sites wither in the light of those possibilities.

Let us be motivated by imagining society where the power of the scientific community is mobilized around the model of Louis Pasteur. Let us imagine our generation and the next generations of faculty, thousands of them, assuming the responsibilities of public intellectuals mobilizing their research and teaching in

the interest of a civil, equitable, and humane society conscious of its responsibilities to its future.

Imagine all of the 58 billion dollars this country spends on higher education each year and the hundreds of thousands, even millions, of students and faculty in this system engaged in efforts to improve public policy, elevate communities, and improve lives. This is the vision that should feed our passion. This is the vision that should drive us to action.

I know from everything I have done in this discipline and in higher education administration, from department chair to vice president for academic affairs, that embracing the vision of an engaged discipline is good for communication's status in academia. It offers us new opportunities to apply our knowledge and our expertise in ways that contribute to our institutions and higher education generally. It enriches our teaching and research. Finally, *it is the right thing to do.*

There has seldom been a time when society has cried out more for our knowledge and our commitment to use communication to solve its most pressing problems. Let us join together to meet that challenge and fulfill our promise as an engaged discipline. *We must not falter. We must not fail in ensuring that America does not destroy its democracy in order to save it.* As I look around this room, I know we will rise to this challenge, and I look forward to continuing to work with you to be a part of that endeavor. I thank you for giving me the opportunity to be involved as your president in creating an engaged communication discipline.

<sup>1</sup> Stokes, D. (1999) *Pasteur's quadrant: Basic science and technological innovations*. Washington, D.C.: Brookings Institution Press.

<sup>2</sup> Huber, M. and Morreale, S. (Ed.) (forthcoming). *Disciplinary styles in the scholarship of teaching and learning*. Menlo Park, CA: The Carnegie Foundation.