

AEJMC NEWS

The Newsletter of the Association for Education in Journalism and Mass Communication

Volume 43 No. 5 | September 2010

Conference Attendees Scaled New Heights



As usual, conference days were busy and often a bit hectic, but Denver delivered to most attendees a delightful reprieve from a steamy, hot summer with its low humidity and temperatures in the high 80s.

By Saturday afternoon 2,189 delegates had found their way through registration, into more than 360 sessions, an exhibit hall full of JMC books and

resources, and onto 16th Street – a wonderful pedestrian collection of restaurants, shops, pubs, theatres, bakeries, brightly decorated pianos that anyone could walk up and play, and of course, Starbucks.

Throughout the conference, attendees presented papers (853 of them), honored award winners, picked up teaching ideas, connected with industry professionals, elected officers, started two new interest groups (Political Communication and Sports Communication), approved an interest group becoming a division (Communicating Science, Health, Environment and Risk), and discussed locations for the 2014 Conference. (The Council of Divisions recommended Montreal as a first choice and Atlanta as a second choice, and the Board of Directors concurred. Research on accommodations in those areas is currently underway.)

There was no shortage of coverage. In addition to all of the tweets, status updates and Tumblr posts, several Colorado journalism students were on the scene taking pictures, streaming video, and covering sessions for a special AEJMC Denver Conference blog that is still available at AEJMCnews.net. *The Denver Post* provided a gathering place and computers/internet access for the students to do their work. (A special thanks to the Colorado JMC educators who served as advisors to the students, and made this special coverage possible.)

In our post-conference survey, attendees rated their favorite parts of the conference as talking with colleagues (84.1%) and attending sessions (63.8%). Some 47% of the respondents said they came to present a paper and 13.7% came to speak at a panel or be a moderator or discussant.

We're already hard at work on preparations for St. Louis with a more user-friendly conference website. Get your first look at aejmcstlouis.org.

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From the President

So Long, Farewell, Auf Wiedersehen, Good-bye....



**Carol J. Pardun, South Carolina
2009-10 AEJMC President**

This is it. Even in Denver, I could sense I was on the homestretch. It's time to let the new leadership take over and continue moving our organization farther along the path of excellence.

I'm a Lame Duck. Yes, I'm still the president until October 1. But I installed the incoming president, Jan Slater, at the conference business meeting on Friday. On Saturday, the new Board of Directors met. Can you imagine how painful it is to go into a four-hour meeting at the end of a very long conference to talk about things such as next year's conference? I was tired and plumb out of fresh ideas. But as I greeted the 2010-2011 board—half of whom are brand-spanking new and half of whom are one step closer to the presidency—I saw energy, a seeming boundless supply of ideas and goodwill. I also saw I was the only one with the word “past” in my title. My favorite chocolate (Dove's® Peanut Butter Promises—seriously, this is chocolate for grownups!) and a hit of caffeine carried me through. But the reality of my lame duck-ness struck home.

I'll miss being president. But I'm ready to move on. So here's a look back at what I loved about this past year.

I loved the Denver conference. I had no idea Denver itself would be so fantas-

tic. The hotel usually arranges a nice suite for the president. Mine had a piano in it. (Why? Who plays the piano when you're in a hotel room?) The layout of the suite was so interesting, I couldn't even find the bedroom at first. Honestly, I had to ask someone at the hotel desk where it was (turns out it was behind a locked door that I thought was a closet). It was an odd room, but the view of the mountains was spectacular. Bottom line: any time someone offers you a suite—no matter how unusual—enjoy it.

I loved stealing a few minutes during the conference to chat with colleagues I haven't seen in awhile. Sharing coffee with Corley, dinner with Beth, Kathy and Sheri, a quick hello to Jimmy and Dan, lunches with Marcie (I could make a long list here) all reinforce how great AEJMC has been to me.

I loved seeing the bright-eyed optimism of the graduate students. In case you haven't noticed, they are an impressive lot. They're producing quality research, getting important teaching experience and coming to the academic world with impressive work credentials. Let's all hire more recent grads!!

I loved talking with so many leaders within AEJMC—during the conference and throughout the year. Our association is like a puzzling Venn diagram. We have lots of overlaps within divisions and interest groups, committees, schools, you name it. I love that. It makes for a dynamic and energetic group. But it also makes clear communication challenging. Sometimes I wish we could apply a healthy dose of Myth Busters to some of the rumors that circulate within the organization. Still, at least we're talking. And we do need to talk with each other. I enjoyed listening to the ideas that are percolating from our up-and-coming leaders. The future looks bright.

I loved travelling to different conferences and different universities on behalf

of AEJMC. While people usually think of me as a natural extrovert, those who know me well know I'm a bit of an introvert stuck in an extrovert's body. So I could never quite get used to the idea that people wanted me to come to their schools, wanted me to speak, wanted me to weigh in on the issues of the day. My very first job out of college (which, thankfully, only lasted three weeks) was as an employment recruiter in Detroit during the hard times of the late 1970s. Detroit needed a lot of accountants then, but the only people applying for jobs were administrative assistants. After 120 hours of calling corporate executives and having

I'll miss being president. But I'm ready to move on.”

them tell me I should have my head examined (okay, so they said it a little more colorfully than that) it's taken me decades to overcome this rejection. All this to say, I marveled throughout the year that university officials went out of their way to welcome me whenever I stepped on their campuses.

This association is in good hands. The staff at headquarters continues to be a dedicated bunch. Incoming president Jan Slater will do a fantastic job. The new members on the Board of Directors are all up to the task. The members of the Elected Standing Committees are “standing” ready with ambitious goals for the next year. The Strategic Plan Implementation Committee, the Centennial Celebration Committee, the By-laws Task Force, the Council of Divisions, and all the other committees under the AEJMC umbrella are eager to carry the banner of furthering journalism and mass communication education. I look forward to working with each of you this year—even as the lame duck past president. (Maybe that title doesn't sound so bad, after all.) And so, Adieu, Adieu, to you and you and you!

AEJMC's Top 10 in 2010

1. The second **Equity and Diversity Award** was presented to the School of Communications at Elon University. The award was created to recognize JMC academic units that are increasing diversity and equity in their programs.

2. The inaugural **AEJMC Emerging Scholars Program** was launched for junior faculty. AEJMC received 161 entries. Four projects were selected, and each received a research grant of \$2,500. The program is the first initiative in the association's Strategic Plan. (See the 2011 call for applications on page 4.)

3. AEJMC sponsored a **Logo Contest** to find a new look before approaching its 100th birthday. There were 169 entries from around the world. We had 6 semi-finalists on display at the Denver conference. Conference attendees voted for their favorite designs onsite and narrowed the selection down to 2 finalists. The Board unanimously decided not to select either design for use.

4. The Denver conference paper competitions received a **record number of research paper submissions** (1,830). However, 63 had identifying information and were not reviewed. Of the 1,767 papers reviewed, **853 were accepted** (48.3%).

5. **AEJMC's website** has undergone a redesign and a move to a larger server. The site is run using a web content management system called WordPress. The **AEJMC Hot Topics** site was also redesigned during the move. It features hot topic posts from members and breaking JMC news.

6. AEJMC created **AEJMCDenver.org**, our first free-standing website dedicated to the AEJMC Conference. The site opened in January and featured more information about the conference than we have been able to provide before. During the year as new content was added, members were notified via email. After one message in early July that the conference program had been posted, more than 600 people had visited that page in 12 hours.

7. The latest placement rates for the **JLID Program** show that 50% of the graduates have taken an administrative position. The program began in 2000 and there have been 76 participants, 38 of whom have taken an administrative position since going through the program. AEJMC is seeking funds to continue the program.

8. AEJMC has more than 2,100 followers on **Twitter**, and 1,000 on its **Facebook** page. We have 172 members on our **Linked-In** page. A special feature launched this year is a special **Twitter job ad feed**. As online ads are posted, notices go out on the Twitter feed.

9. The **AEJMC A-Store** sales reached the threshold for returning a small royalty to AEJMC (a bit more than \$100). The site features more than 175 books on Amazon.com written or edited by members or reviewed in our journals.

10. **Two new interest groups** were approved by the AEJMC Board in December 2009. Political Communication IG and Sports Communication IG held their initial business meetings in Denver, and elected their first slate of officers.

AEJMC NEWS

Newsletter for the Association for Education
in Journalism and Mass Communication
www.aejmc.org

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The contents of this newsletter may not reflect the
editor's views or the association's policies.



Call for Applications

AEJMC Emerging Scholars Program

The AEJMC Emerging Scholars Program will award \$2,500 research and teaching grants to up to four research or teaching proposals to encourage innovative and timely projects in journalism and mass communication. AEJMC members will submit proposals for these grants in the fall of 2010, and selections will be announced by early January 2011. AEJMC expects the selection process to be especially competitive.

The AEJMC Emerging Scholars Program is designed to develop and nurture JMC teachers and researchers by fostering an intellectually stimulating environment. This program's mission is to identify, encourage and recognize some of AEJMC's most promising emerging scholars by providing funding for research or teaching projects. Each proposal selected for funding will also be matched with a recognized scholar to serve as a mentor throughout the project. The mentor would serve as a resource and sounding board as the work progresses.

Proposals should outline an individual's own significant research or teaching project. Proposals may also be submitted by a research team, which would share the award amount if selected.

AEJMC will showcase initial results from the projects selected for the 2011 grants at a special session at the AEJMC 2011 Conference in St. Louis. In addition to the \$2,500 grant, AEJMC will also provide \$500 for each selected proposal to assist with travel expenses to the St. Louis Conference.

Criteria and the application process are outlined below. Deadline for submitting proposals is 4:59 P.M. Eastern Time on **October 1, 2010**. All application materials should be emailed as attachments to Jennifer McGill at AEJMCCHQ@aol.com (attachments **MUST** have a document suffix, such as .doc, .docx or .pdf). **All material should come in ONE file in the order outlined under the "Application Process" section of this call.** Incomplete proposals will NOT be reviewed.

Proposal Criteria:

- The proposed topic should center on Journalism and Mass Communication and related disciplines. Topics in related disciplines should also include a central element within mass communication.
- Applicants **must** be current AEJMC members. Check your membership status before you submit your proposal. Proposals submitted by non-members, or members whose membership is not current, will be eliminated from the competition.
- Only one proposal per person will be considered. (If you submit as part of a team, that is the only proposal you may submit.)
- The program will not provide support for dissertation research.
- Graduate or undergraduate students are not eligible for this program.
- The program is looking for proposals from junior faculty members teaching full-time who have not yet achieved tenure, who are likely at the assistant professor level. Media professionals who have recently transitioned to full-time work in the academy are also welcome to apply.
- Proposals for teaching projects must include a research component or be research-based. This research component must be specifically explained in the proposal.
- For the proposals selected, a five-page report would be due to AEJMC by July 15, 2011, and would become part of a St. Louis conference session. Applicants should submit proposals for projects on which they would be able to make significant progress by that time. Projects must be completed by January 1, 2012, at which time a more formal report will be due.

Application Process:

Applications should contain five sections, which should include the following materials:

I. A cover sheet that lists:

- a. Name, address, telephone number and email address
- b. A 200-word bio of yourself
- c. A 300-word abstract of the project
- d. Contact information for the appropriate media person on your campus to be notified if your proposal is selected.

II. A proposal written for a general mass communication scholarly audience, of no more than 1,500 words (excluding end-notes) describing the project, which **must** include:

- a. scope and purpose of project

Emerging Scholars Program

Continued from page 4

- b. how the project will expand knowledge
 - c. detailed description of the project, including methods, survey information (if used), etc.
 - d. current status and timeline for completion
 - e. anticipated outcomes,
 - f. a list of potential publication venues for the finished project
- (Proposals that exceed the word count will NOT be reviewed.)**

III. Include a one-page, detailed budget that fully explains the expenses necessary to complete the project. Maximum grant amount is \$2,500. Funds may not be used for equipment, software, PI stipend, or conference travel. If project will cost more than the maximum grant amount, explain where you will get the remaining funds to complete the project.

- IV. One letter of support from your immediate supervisor
- V. A three-page vita

Selection Process:

- All proposals will undergo peer review by JMC scholars. After a two-stage judging process, all applicants will be notified of the status of their proposals by early January 2011.
- The program will be evaluated by a Steering Committee at various stages in the process.

Questions about the AEJMC Emerging Scholars Program should be directed to Jennifer McGill at AEJMC HQ@aol.com or 803-798-0271.

Tips for Creating a Strong Proposal AEJMC Emerging Scholars Program

The successful research project should contribute to the body of knowledge, should be designed so that it could be executed successfully, and should be within the abilities of the researcher to complete. To demonstrate that your project has these characteristics, we suggest the following for your proposal.

- Make sure the proposal is well developed and clearly explains your project.
- Explain the importance of the topic and the broad implications that this research can have.
- Follow the specific categories from the call to make it easier for the reviewers evaluate.
- Spell out the anticipated outcomes – What article(s) will be produced? How does this study advance our knowledge in the area?
- Provide a title for the proposal. It helps crystallize the topic in the reviewer's mind right off the bat.
- Describe methods clearly and succinctly. How will you select your sample? How and why will the sample allow you to address the aims of the project? How will you analyze the sample?
- Make sure the budget provides details. You should break out the categories and list exactly how the funds will be used.
- Explain how this grant will assist in completing the project. If the project requires more funds than available, explain where the rest will come from so the work can be completed.

Call for Applicants

The Donald W. Reynolds National Center for Business Journalism invites applicants for an all-expenses-paid, four-day seminar on how to teach a college course in business journalism.

The seminar will be held Jan. 4-7, 2011, at Arizona State University's Walter Cronkite School of Journalism and Mass Communication in Phoenix.

Limited to 12 prospective professors, the fellowships, valued at \$2,000, cover the full cost of training, lodging, materials and most meals. In addition, fellows receive a \$500 stipend to help offset travel and other costs. **Application deadline is Nov. 1.**

This seminar will cover the essentials of teaching a hands-on course, including financial, economic and writing aspects. The sessions will be led by award-winning professors and journalists, including James Gentry, journalism professor at the University of Kansas.

A highlight of the week will be a panel discussion with the legendary investigative-reporting duo of Don Barlett and Jim Steele, along with the 2010 winners of the Reynolds Center's Barlett & Steele Awards for Investigative Business Journalism.

The selection process is highly competitive, and applicants must supply the following at BusinessJournalism.org:

- Contact information
- A 500-word statement explaining how the seminar will improve their instruction and why they should be chosen
- A resume
- A one-paragraph bio
- A letter of support from their dean or department head recommending the applicant and outlining the program's commitment to offering a course in business journalism.

For more information, e-mail Andrew Leckey, president of the Reynolds Center and Reynolds Endowed Chair in Business Journalism at ASU, or call him at 602-496-9186.

The Floor is Now Open for Nominations

AEJMC members wanted

All AEJMC members are invited to participate in the nomination process for the association's leaders. The Nominations and Elections Committee invites nominations, including self-nominations, for the vice presidency and for open seats on our three elected standing committees (Teaching, Professional Freedom and Responsibility, and Research). **Nominations, which must use the form on page 7 must be received by Friday, Oct. 15, 2010.**

The Committee will review nominations and select a final slate of candidates. Two candidates will be selected to run for the office of vice president, with the winner serving as vice president in 2011-12, and then becoming president-elect in 2012-13, and AEJMC president in 2013-14.

The Nominations Committee normally receives far more nominations than there are slots available on the ballot. As the committee works, it looks at the job descriptions for each office (aejmc.com/?page_id=390) and gathers additional information about nominees from school websites and the *AEJMC Directory*. The committee strives to create a balanced slate that provides representation across divisions and program sizes, as well as gender and ethnic diversity.

Please heed the information on the form about continuing committee members and current members eligible to run for a

second term. Colleagues from the same institutions as current members are not eligible to run for that committee. Nominees should be AEJMC members with solid credentials in teaching, research or PF&R (whose scope includes media criticism, media ethics, inclusivity, free expression and public service), with the time and resources required to perform committee functions and travel to the conventions and meetings.

AEJMC Teaching Committee Update

There have been two resignations on the Elected Standing Committee on Teaching since the AEJMC Election closed in April. In that election, the people receiving the three highest numbers of votes were elected to full terms on the committee beginning Oct. 1.

Paul Parsons of Elon resigned his seat in May and was replaced by Dane Claussen of Point Park who received the fourth highest number of votes in the March/April election. Claussen will finish the remainder of that term, which expires Sept. 30, 2011.

Kim Lauffer of Towson resigned her seat in July and was replaced by Amy Falkner of Syracuse who received the next highest number of votes in the March/April election. Falkner will finish the remainder of that term, which expires Sept. 30, 2012.

AEJMC 2010 Winter Meeting December 2-4, 2010 • Albuquerque, NM

Draft Schedule

Friday, December 3

- 9 a.m. to 3 p.m. • AEJMC Board of Directors
- 4:30 p.m. to 6:30 p.m. • AEJMC CofD Business Meeting
- 7:30 p.m. to 9:30 p.m. • Publications Committee
- 8:30 p.m. to 10 p.m. • AEJMC Council of Divisions Reception

Saturday, December 4

- 8 a.m. to 1 p.m. • AEJMC Council of Divisions Convention Planning Session
- 8 a.m. to Noon • AEJMC Finance Committee
- 9 a.m. to 2 p.m. • AEJMC Publications Committee
- 2:30 p.m. to 6 p.m. • AEJMC Board of Directors

Hotel

Hyatt Regency Albuquerque

330 Tijeras NW, Albuquerque, New Mexico, USA 87102 • Tel: 505-842-1234 • Fax: 505-843-2710

Rates: \$99 single | \$124 double/triple | \$149 quad

Winter Meeting Updates

aejmc.com/?page_id=269

Complete schedule, registration and hotel reservation information will be available online by early October.

Association for Education in Journalism
and Mass Communication
2010-2011 Officer Recommendations Form

Must be received by Friday, October 15, 2010. Simply clip out of the newsletter,
fold and mail to: **Paul Voakes, Chair, Nominations and Election Committee, School of Journalism
and Mass Communication, Armory 119/478 UCB, University of Colorado-Boulder, Boulder, CO 80309-0478**

2010-11 Nominations and Election Committee: **Paul Voakes**, University of Colorado; **Beth E. Barnes**, University of Kentucky;
Carolyn Byerly, Howard University; **Ted Glasser**, Stanford University; **Joe Marren**, Buffalo State College;
Wilson Lowrey, University of Alabama and **Elizabeth Toth**, University of Maryland

President: No election. **Linda Steiner**, University of Maryland, moves up from President-elect.

President-Elect: No election. **Kyu Ho Youm**, University of Oregon, moves up from Vice President.

Vice President:

Name: _____ School: _____

Committee on Professional Freedom and Responsibility: (Three to be elected)

Name: _____ School: _____

Name: _____ School: _____

Name: _____ School: _____

Present and continuing committee members:* (Do NOT re-nominate, nor anyone from the same schools) Kathy Bradshaw, Bowling Green State (2012); Randy Beam, Washington (2012); Lillie Fears, Arkansas State (2012); Lee Wilkins, Missouri (2013); Dwight Brooks, Middle Tennessee State (2013) and Diane Borden, San Diego State (2013). Outgoing members eligible for re-nomination: Marie Hardin, Pennsylvania State; Paul Lester, California State-Fullerton and John Pavlik, Rutgers.

Committee on Research: (Three to be elected)

Name: _____ School: _____

Name: _____ School: _____

Name: _____ School: _____

Present and continuing committee members:* (Do NOT re-nominate, nor anyone from the same schools) Linda Shipley, Nebraska-Lincoln (2012); Ann Hollifield, Georgia (2012); Patricia Moy, Washington (2012); Pat Curtin, Oregon (2013); Carol M. Liebler, Syracuse (2013) and David Perlmutter, Iowa (2013). Outgoing members eligible for re-nomination: Steve Reese, Texas-Austin and Joe Bernt, Ohio.

Committee on Teaching: (Three to be elected)

AEJMC's representatives to the Accrediting Council are elected from, and by, this committee.

Name: _____ School: _____

Name: _____ School: _____

Name: _____ School: _____

Present and continuing committee members:* (Do NOT re-nominate, nor anyone from the same schools) Birgit Wassmuth, Kennesaw State (2012); Linda Aldoory, Maryland (2012); Amy Falkner, Syracuse (2012); Jennifer Greer, Alabama (2013); Bonnie Browlee, Indiana (2013) and Charles Davis, Missouri (2013). Outgoing members eligible for re-nomination: Marianne Barrett, Arizona State and Dane Claussen, Point Park.

General comments on any nominee:

FOLD HERE SECOND

**Paul Voakes, Dean
School of Journalism and Mass Communication
Armory 119/478 UCB
University of Colorado-Boulder
Boulder, CO 80309-0478**

FOLD HERE FIRST

*FOLD, TAPE CLOSED AND MAIL
THANK YOU*

November 15 Deadline Set for 2011 Tankard Book Award Nominations

Nominations for the 2011 Tankard Book Award are **due by Monday, November 15, 2010**. The Standing Committee on Research administers the book competition for AEJMC. Authors who are AEJMC members as of November 15, 2010 may self-nominate any first-edition scholarly monograph, edited collection, or textbook published in 2010 that is relevant to journalism and mass communication. Nominated books can be co-au-



Jack Hamilton, Louisiana State, winner of the 2010 James Tankard Book Award, shown with Lanie Tankard, Dr. James (Jim) Tankard's wife. Hamilton won the award for his book, "Journalism's Rolling Eye: A History of American Foreign Reporting" (Louisiana State University Press, 2009).

thored or co-edited, and must be well-written and break new ground.

Books by the finalists will be part of a special

panel at the 2011 AEJMC St. Louis Conference who will discuss their books, followed by an announcement of the 2011 Tankard Book Award winner. Finalists must guarantee that they will be present at the Tankard panel at AEJMC and register for the conference. They will be notified by mid-June 2011.

To nominate a title for the 2011 Tankard Book Award, submit the following to Jennifer McGill, AEJMC, 234 Outlet Pointe Blvd., Columbia, SC 29210-5667, **for receipt by November 15:**

- (1) a nomination letter that includes: the book's title, author(s) or editor(s), copyright date, publisher, ISBN, and an explanation of the book's contribution to the field of journalism and mass communication;
- (2) the author's mailing address, telephone number, and email address;
- (3) specific language stating "As the author/editor of this title nominated for the 2011 Tankard Book Award, I guarantee that if my book is named as a finalist, I will attend the Tankard Book Award panel at the 2011 AEJMC conference in St. Louis as a registered participant"; and
- (4) six copies of the book to be considered for the award.

Given the large number of nominations each year, only complete nomination packets will be considered.

First presented in 2007, the award is named in honor of Dr. James Tankard, Jr., posthumous recipient of AEJMC's 2006 Eleanor Blum Distinguished Service to Research Award, former editor of *Journalism Monograph*, long-time University of Texas at Austin journalism professor, and author or co-author of five books, including *Communication Theories: Origins, Methods, Uses and How To Build Social Science Theories*.

Queries about the award should be directed to the chair of the award committee, Patricia Moy, University of Washington, at pmoy@uw.edu.

The Standing Committee on Research reserves the right not to present the award.

Call for Deutschmann Award for Excellence in Research

The Paul J. Deutschmann Award for Excellence in Research recognizes a body of significant research over the course of an individual's career. The award is named in honor of Paul J. Deutschmann, who developed the College of Communication Arts at Michigan State University.

The Deutschmann award is not necessarily given every year, but nominations will be considered for a 2011 award. These must be received by November 2, 2010, and should include a letter describing the nominee's contributions in the area of the award. The packet also should include the nominee's C.V. and at least five additional letters of support (preferably more) from colleagues who can attest to the candidate's qualifications for the award. Nominators should represent a range of institutions and perspectives on the nominee's accomplishments.

Previous recipients include: 2010 Stephen Lacy, Michigan State; 2009 David Weaver, Indiana; 2007 Guido H. Stempel, III, Ohio; 2005 Donald L. Shaw, North Carolina and 2004 Clifford Christians, Illinois.

Nomination letters and packets for the Deutschmann Award should be sent to Patricia Curtin, School of Journalism and Communication, 1275 University of Oregon, Eugene, OR 97403-1275. Please direct any question to Curtin at 541-346-3752 or pcurtin@uoregon.edu.

Call for Blum Award

The Eleanor Blum Distinguished Service to Research Award was created to recognize people who have devoted substantial parts of their careers to promoting research in mass communication. It is named in honor of its first recipient, Eleanor Blum, a long-time communication librarian at the University of Illinois at Urbana-Champaign.

The Blum award is not necessarily given every year, but nominations will be considered for 2011.

Nominations must be received by November 2, 2010, and should include a letter describing the nominee's contributions in the area of the award. The packet also should include the nominee's C.V. and at least five additional letters of support (preferably more) from colleagues who can attest to the candidate's qualifications for the award. Nominators should represent a range of institutions and perspectives on the nominee's accomplishments.

Previous winners include: 2008 Maurine Beasley, Maryland; 2007 Patrick Washburn, Ohio; 2006 James W. Tankard, Jr., Texas at Austin (posthumously); 2005 Margaret Blanchard, North Carolina (posthumously) and 2004 Everette E. Dennis, Fordham.

Nomination letters and packets for the Blum Award should be sent to Linda Shipley, University of Nebraska-Lincoln, College of Journalism and Mass Communications, 200 Centennial Mall North, Lincoln, NE 68588-0443. Please direct any questions to Shipley at 402-472-8232 or lshipley1@unl.edu.

Call for Editor

Journalism & Mass Communication Quarterly

Applications are being taken for the editorship of *Journalism & Mass Communication Quarterly* effective October 1, 2011. In order to maintain an open and fair editorship selection process, the AEJMC Publications Committee is calling for applications. All applicants will be considered for the position. Editors are appointed for three-year terms.

Responsibilities include the prompt processing of all manuscripts submitted to *Journalism & Mass Communication Quarterly* (either by solicitation or on speculation); coordinating four issues per year; handling all correspondence relative to the publication; cooperating with the AEJMC Central Office on business and budget matters affecting the journal; reporting to and working with the Publications Committee on the continuous development of the journal; and preparing an annual report. The editor will be substantially involved in a transition from in-house to commercial journal production early in her/his appointment. That transition is scheduled to be complete by January 2012.

The editor receives an annual honorarium of \$7,000 and a budgeted amount to

cover editorial expenses. Applicants must be AEJMC members in good standing. Applicants should also be able to write and edit clearly and concisely; have an understanding and appreciation of a broad range of research methods; have extensive knowledge of the literature of mass communication; and be housed in a department or school that is eager to cooperate in this publishing venture with special reference to such considerations as office space, travel, use of equipment and provision of student and/or staff assistance. The Publications Committee expects the editor to comply with the graphic design standards established for all official AEJMC publications.

A letter of application, a complete vitae, a letter of support from a department head, a two-page plan for the journal, a list of five references and other supporting data should be **received by October 15, 2010**, via mail, to AEJMC Publications Committee, AEJMC, 234 Outlet Pointe Blvd., Suite A, Columbia SC 29210-5667. Initial inquiries may be made by calling Jennifer McGill at 803-798-0271.

AEJMC is an EO/AA Employer.

CALL FOR PAPERS

SPECIAL ISSUE: *Mass Communication and Society*

A special issue of *Mass Communication and Society*, "The Community Structure Model: Innovations in Exploring the Impact of Society on Media" invite submissions for a special issue on the community structure model. A wide range of research questions and methodologies are welcome. While any research on the community structure model may be submitted, manuscripts that address directions for advancement of the model are particularly encouraged. Sample questions might include:

1. Critical issues: What crucial topics of compelling social and political importance are being addressed by scholars excited by the study of the impact of society on media coverage of critical events?

2. Methodology: What new concepts of "structure" are emerging as closely related to reporting variation, including a wide range of ecological and resource possibilities (e.g., concepts of resource consumption such as energy)?

3. Empirical measurement: What innovative measures of community structure appear promising?

4. Comparing multiple cities or nation-states: What new insights have been offered by comparisons of more than two cities, metropoli-

tan areas, or even nations, including variations in media systems and related elements of government control of media?

5. New models of journalism: In addition to the classic "objective/neutral" model or alternative models such as the "guard dog" model in which media reinforce or protect socially and politically dominant groups, what other models of journalism emerge from the findings of community structure studies? How much evidence exists for a model of journalists as "representatives" of the interests of a broad range of social and political groups in their communities?

Deadline for submissions: Manuscripts should be submitted by January 10, 2011, via the Mass Communication and Society online system at <http://mc.manuscriptcentral.com/mcas> following the standard journal submission procedures. Authors should note in their cover letters that the submission is for the Community Structure Model symposium. Final publication will be in December 2011.

In addition, please send one hard copy of each submission to: Guest Editor John C. Pollock, Professor and Chair, Communication Studies Dept., The College of New Jersey, Ewing, NJ 08628; pollock@tcnj.edu; 609-771-2338.

Call for Editor

Journalism & Communication Monographs

Applications are being taken for the editorship of *Journalism & Communication Monographs* effective October 1, 2011. In order to maintain an open and fair editorship selection process, the AEJMC Publications Committee is calling for applications. All applicants will be considered for the position. Editors are appointed for three-year terms.

Responsibilities include the prompt processing of all manuscripts submitted to *Journalism & Communication Monographs* (either by solicitation or on speculation); coordinating four issues per year; handling all correspondence relative to the publication; cooperating with the AEJMC Central Office on business and budget matters affecting the journal; reporting to and working with the Publications Committee on the continuous development of the journal; and preparing an annual report. The editor will be substantially involved in a transition from in-house to commercial journal production early in her/his appointment. That transition is scheduled to be complete by January 2012.

The editor receives an annual honorarium of \$4,000 and a budgeted amount to cover editorial expenses. Applicants must be AEJMC members in good standing. Applicants should also be able to write and edit clearly and concisely; have an understanding and appreciation of a broad range of research methods; have extensive knowledge of the literature of mass communication; and be housed in a department or school that is eager to cooperate in this publishing venture with special reference to such considerations as office space, travel, use of equipment and provision of student and/or staff assistance. The Publications Committee expects the editor to comply with the graphic design standards established for all official AEJMC publications.

A letter of application, a complete vitae, a letter of support from a department head, a two-page plan for the journal, a list of five references and other supporting data should be **received by October 15, 2010**, via mail, to AEJMC Publications Committee, AEJMC, 234 Outlet Pointe Blvd., Suite A, Columbia SC 29210-5667. Initial inquiries may be made by calling Jennifer McGill at 803-798-0271.

AEJMC is an EO/AA Employer.

Exploration of Outside Publishers for AEJMC Journals

What Happened at the Denver Conference:

After a year of exploration and analysis, the Publications Committee recommended that the AEJMC Board of Directors contract with Sage Publications to handle the production of the organization's three journals: *Journalism & Mass Communication Educator*, *Journalism & Mass Communication Quarterly*, and *Journalism & Communication Monographs*. During its Saturday, Aug. 7, meeting in Denver the AEJMC Board unanimously approved this recommendation. During the fall of 2010, AEJMC will work to develop a contract with Sage Publications. The contract will move AEJMC journal production from an in-house platform to a publisher platform as of the first issue of 2012.

Background:

Two reasons have served as a catalyst for this change.

One is that AEJMC central is not able to provide the full-text online services of our current issues. We will not abandon hard copy; in fact, we are insisting that the journals maintain print versions. But it is also clear that most of our younger AEJMC members support the movement to online products. The complexity of having a high quality web presence that would be available to the world at large while also privileging member access is something at which publishers excel, and we think there is no need to reinvent that wheel.

The second reason is that AEJMC simply cannot provide the global marketing needed to keep our journals among

those in the top tier of communication journals. Outside publishers are in a strong position to help us build audiences in a global way, and that kind of internationalization will become increasingly important.

After issuing an RFP in February, the Publications Committee interviewed three publishers in June. All eight members of the committee were at that meeting and unanimously agreed that this was the appropriate next step for the journals. All three journal editors were also at that June meeting, and were able to ask questions of the publishers.

Key Issues:

- AEJMC will NOT stop providing hard copy versions of the journals. Members and paid subscribers will have BOTH hard copy and online access to current issues, beginning in 2012.
- Members will have the option to receive only online access, but that will be each individual member's decision.
- Classroom use of our journal content will continue to be FREE.
- Outside subscription prices will increase, but these would still remain much lower than the prices for the divisional journals (which are almost all served by commercial publishers). Over time, AEJMC will be a full partner in negotiating future increases.
- Membership dues will NOT increase as a result of this change, but they will not go down.
- This contractual arrangement will begin in January 2012, giving editors and AEJMC Central ample time to plan and implement.

Call for Papers

American Behavioral Scientist

American Behavioral Scientist, a quarterly peer reviewed journal published by Sage Publications, announces a paper call with a prospective publication date for the fall of 2011 for a special edition on innovative ideas about the role of sampling in social and psychological theory development. *ABS* is multi-disciplinary and is a *Journal Citation Reports* impact factor rated publication.

We are soliciting manuscripts that examine large conceptual, theoretical, or methodological issues in the use and misuse of sampling in developing social and psychological theory. Our goal is to encourage manuscripts that give thoughtful consideration of the advantages and disadvantages of various probability and non-probability sampling procedures in developing social and psychological theory and to encourage innovative thinking about the role of sampling in theory development. We will consider all perspectives from all disciplines connected to the social sciences. We especially encourage submissions that have a communication focus, mass or interpersonal.

All manuscripts must be submitted by December 15, 2010. Submitters will be notified of the disposition of their manuscripts by May 1, 2011. If a submitter is invited to revise and resubmit, all revisions will be due by July 15, 2011. If those revisions are accepted for publication, submitters will be notified by August 15, 2011. This volume has a prospective publication date for the fall of 2011.

Submissions. Please submit manuscripts, by e-mail attachment, to Michael Shapiro (Cornell University) michael.shapiro@cornell.edu, or to Tom Grimes (Texas State University) grimes@txstate.edu.

WANT HOT TOPICS? aejmc.org/topics

AEJMC Southeast Colloquium 2011

March 17–19, 2011

General Call for Papers and Panel Proposals



**School of
Journalism and Mass
Communications**
University of South Carolina

Media and Civil Rights History Symposium

The School of Journalism and Mass Communications at the University of South Carolina proudly announces the first annual **Media and Civil Rights History Symposium**, to be held jointly with the AEJMC Southeast Colloquium. The Farrar Media and Civil Rights History Award, recognizing the best history journal article or chapter in an edited collection on the relationship between the media and civil rights, will be given at the symposium. The winner of the award will receive \$1,000 and have symposium expenses covered. For more information about the award and symposium, see jour.sc.edu/mcrhs beginning Sept. 1, 2010.

the Hilton Columbia Center, located in the Vista, the revitalized arts and entertainment district of Columbia, and near campus and the Statehouse.

For more information, please contact Kathy Roberts Forde at 803-777-3321 or fordekr@sc.edu. For registration, travel, and hotel information, please visit the Southeast Colloquium 2011 Web site at jour.sc.edu/sec2011.

Research papers: Authors are invited to submit completed research papers to the paper chairs listed on the right by the postmark deadline of Dec. 13, 2010. All papers must be submitted via first class U.S. Mail or overnight delivery. Graduate students are encouraged to submit papers. Four copies of each paper should be submitted. One copy should have a title page with identifying information (name, faculty or student designation, affiliation, complete U.S. postal address, phone number, and e-mail address), and three copies should contain a title page with no identifying information. No other identifying information should be included on any of the copies. Each paper should include an abstract of 250 words or less attached behind the title page (with no identifying information). Length of papers should not exceed 30 pages including references and tables (50 pages for Law and Policy papers—see specific call on colloquium Web site for additional details). No electronic submissions will be accepted. Authors of accepted papers will be notified by the end of January 2011. Acceptance and/or submission of papers to colloquium paper competitions does not prevent authors from submitting to AEJMC divisions for the national convention. The author of each accepted paper (at least one author in the case of a coauthored paper) must present the paper at the colloquium, March 17–19, 2011, or may have the invitation to present rescinded and may not claim acceptance of the paper on a CV or other such report. Winners of top paper awards in each division also are expected to attend the business luncheon and meeting on Saturday, March 19, 2011.

Panel proposals: Panel proposals should be submitted to Kathy Roberts Forde, School of Journalism and Mass Communications, University of South Carolina, Columbia, SC 29208, with a postmark deadline of Dec. 13, 2010, and should include a brief description of the panel along with proposed panelists. Proposals should not exceed three double-spaced pages.

The University of South Carolina Columbia is located less than 8 miles from the Columbia Metropolitan Airport and approximately 95 miles from the Charlotte/Douglas International Airport (in Charlotte, N.C.).

Hotel rooms are reserved at a special conference rate at

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Poynter's NewsU introduces new teaching resources during AEJMC

More than 65 educators attended an AEJMC session hosted by Poynter's News University to learn how online learning is being successfully integrated into the classroom and to hear about NewsU's new teaching resources. Howard Finberg, director of interactive learning at The Poynter Institute, led the session, which included the results of an online survey on the use of e-learning by educators.

"We had a great turnout," said Finberg. "It was obvious from the discussion that journalism educators, like journalists, recognize that training today's students to deal with the new digital world requires more innovation and different tools. The feedback from participants and the results of our survey validate what we've seen at Poynter, which is strong growth in online enrollment among students, particularly higher education students."

Seventy-five percent of the more than 625 educators who responded to the Poynter NewsU survey said they are integrating e-learning into their classroom curriculum. And of those who responded affirmatively, more than 60 percent ranked it as extremely important to classroom teaching.

"One of the great values of e-learning programs such as NewsU is its grounding in professional, real-life examples," said Finberg. "Add 'interactive' and 'expertise' to the mix and students respond to training that matches their digital lifestyle."

Another aspect of the survey was whether e-learning helps strengthen in-person teaching. Of the survey respondents, 57% said e-learning made them a better teacher. Some illustrations of how online teaching makes for better classroom teachers:

"I am able to get more information to the students off-line - which allows me, based upon student input during face-to-face time, to focus in on concepts that may need further clarification."

"It has made me think about how to impart material in a fresh and engaging way.

It has made me realize I don't have wild creativity, and a boost from another source can be effective."

"E-learning can help to provide a more dynamic interaction between instructors and students. It can also free up the instructor to focus on other areas that could be covered in a web tutorial."

With an overall consensus on the value of online training, it wasn't a surprise that session attendees responded positively to the resources unveiled by NewsU including:

Syllabus Exchange: Syllabus Exchange is a new feature that allows educators to share teaching resources—such as syllabi, assignments and test questions—with their colleagues. Built on a robust platform, Syllabus Exchange makes it fast and easy to search for resources and to upload and download them. Because Syllabus Exchange is designed to encourage sharing, NewsU is implementing a new system will award points for sharing. Points can be redeemed for discounts on NewsU training, such as Webinars, video tutorials and software training.

Certificate Program: With the Certificate Program, NewsU provides the readings, activities and assessments, freeing educators to do what they do best – teach. To earn a certificate, students must successfully complete the assessment for each of the e-learning modules in a curriculum

track at Poynter's NewsU. Certificates can be used as a pre-assessment tool to gauge the skills of new students or throughout a semester to supplement other teaching materials. Current certificates include *Understanding Journalism* and *Basic Reporting and Writing Skills*.

NewsU is also offering custom certificates, which allow professors to create a combination of NewsU modules and assess the proficiency of their students. This "mix and match" program is being tested at the University of South Florida and Kent State University. To request information about custom certificates for your classroom, contact NewsU at info@newsu.org.

New Courses: NewsU also highlighted several courses that have recently launched or that will launch in the next few weeks.

Reporting the Oil Disaster: Beyond the Surface & Spill
Video Storytelling Workshop: 2010
Telling Memorable Video Stories: A Poynter Tutorial Series
Help! for Writers
Understanding Propaganda (coming soon)
Introduction to Covering Sports (coming soon)

For more information on these and all of the resources and courses available, visit www.newsu.org.

Fulbright U.S. Young Journalist Program 2011-2012

The German-American Fulbright-Commission offers 10 months grants to high potential young U.S. journalists to come to Germany for a research and practice-oriented experience.

During the fully sponsored stay the grantee will have the opportunity to pursue research interests with on the job experience mostly at print or broadcast institutions and cities of his or her own choice.

Fulbright Commission Germany: www.fulbright.de/togermany/grants/journalist.html

For additional information contact Reiner Rohr: americanprograms@fulbright.de

Divisions and Interest Groups have been asked to contribute one original column per year related specifically to its perspective area. Each column will be featured in *AEJMC News* and cross-posted on the *AEJMC Hot Topics* website. *Commission on the Status of Women, Scholastic Journalism Division, Visual Communications Division, Religion and Media Interest Group, Small Programs Interest Group* are featured below.

COMMISSION ON THE STATUS OF WOMEN

Commission on the Status of Women Launches Mentoring Initiative

At this year's convention, Commission on the Status of Women members renewed their commitment to young scholars by supporting a mentoring initiative that will begin in the coming months.

The mentoring initiative includes an annual networking lunch and a coordinated mentorship program. Both activities are aimed at helping junior female faculty succeed in the academy.

"The CSW mentoring initiative will be beneficial to new faculty like me, who are in the beginning stages of publishing, creating teaching portfolios and planning for the tenure and promotion process," said Katie Place, assistant professor, Saint Louis University.

The networking lunch will be held each year during the AEJMC Annual Convention, and CSW will subsidize the lunch to assure affordability. The goal of the lunch is to build collegial friendships so that women in the association will be better acquainted with each other, know who's who among us, and establish informal working relationships.

Fifty scholars attended the first networking lunch that was held in Denver during the

2010 AEJMC Convention.

Stacey Hust, incoming chair of CSW, said the lunch is a unique opportunity for convention goers. "There are not too many events at the convention that specifically promote networking" Hust said. "I know a number of assistant professors who left the lunch with the e-mail address of at least one, if not two, senior faculty who are interested in helping them succeed in the academy," she said.

In the coordinated mentorship program, two people — a senior mentor and a junior mentee — will be matched to achieve something specific. The program will feature an online application process that will be administered by two coordinators. It's anticipated that it will take 1 to 2 years to formally establish the mentoring program.

Mentoring has long been considered beneficial to new female faculty members, regardless of their profession. Recent results from one of the first randomized trials of mentoring in academia found that the mentored female faculty published at a greater rate and were more likely to publish in top-tier journals than the non-mentored faculty (Blau, Currie, Croson, & Ginther, 2010, *American Economic Review*).

Erica Weintraub Austin, professor and director of the Murrow Research Center for

Media and Health Promotion in the Edward R. Murrow College of Communication at Washington State University, said it is important for assistant professors to identify a mentor early in their careers.

"I think the most important things young scholars can do to develop leadership skills is to observe and practice," Austin said. "In many cases, how leaders approach issues can be more important than the decisions they ultimately make."

The CSW Mentoring Initiative was designed to facilitate such learning opportunities among faculty members. A three person committee developed the initiative and included chair Carolyn Byerly, Howard University, and members Dustin Harp, University of Texas-Austin and Dara Murray, Rutgers.

Check out next year's program to find out when CSW will hold its networking lunch. If you're interested in participating in our mentoring program, please look to our Facebook page

(http://www.facebook.com/AEJMC?v=app_2373072738#%21/group.php?gid=42859433955&ref=ts) or our Women's Words newsletter for an announcement. Details should be coming soon.

BY THE OFFICERS OF COMMISSION ON THE STATUS OF WOMEN

SCHOLASTIC JOURNALISM DIVISION

Reaching out to High School Journalism Students and Teachers Seems like a Natural Fit

Assisting high school journalism students and teachers seems like a natural partnership for AEJMC and ASJMC members. It's a no-brainer, so to speak, in the eyes of Scholastic Journalism Division members.

Many of us are journalism faculty assigned to teach classes and direct programs designed to lend that crucial support to high school students and teachers. Those classes and programs come in various forms, from the scholastic media association and workshop offices maintained at universities and colleges to offering classes on methods of instructing secondary journalism. For some colleges, that outreach may consist of inviting the secondary students to attend programs or meet guest speakers on campus, or simply faculty visiting the high schools to address relevant topics.

College and university journalism educators have resources, knowledge and experiences that can benefit their high school counterparts in achieving their educational aims. What's more, the high school teachers may be alumni — great alumni relations! Well-

prepared journalism teachers generally result in accomplished student journalists.

Motivations for journalism departments to embrace high school journalism teachers and students were the topic of a panel discussion in an ASJMC session during the AEJMC Convention in Denver. The reasons for this partnership ranged from the altruistic of service to better the community, to the practical of student recruitment and accreditation standards.

Perhaps the reasons to create the partnerships encompass all of the above, to some degree or another. The Scholastic Journalism Division, nonetheless, believes there's a need for more involvement with high school news media programs. It's a win-win endeavor. Here's a glimpse at what scholastic journalism educators shared in the panel session.

First for the practical reasons: In effect, when college-level journalism educators work to enhance high school journalism they are growing their own – and for their respective universities. Turns out those journalism students are among the best students on campus, according to research conclusions Jack Dvorak of Indiana, and his co-investigators have found over the years. They determined that high school students who staffed their school's newspapers or yearbooks scored in the highest percentiles on the ACT in subject areas other than math. It wasn't clear whether the journalism endeavors at the high school level produced the outstanding achievement test results, or that scholastic journalism attracts these top students. But, what we can all take away from the research is the students engaged in jour-

nalism at the high school level are excellent achievers as a whole. They are the types of students most universities and their journalism departments want to see. They should be encouraged and recruited.

Not least among the reasons to be involved is the ACEJMC accreditation standard to assist area high schools and community colleges. What's more, the Scholastic Journalism Division has learned through its Innovative Outreach to High School Journalism awards program that frequently the goal of these partnerships is to develop more interest in the news media among minority students. Thus, the programs can result in a more diverse student body at journalism schools, and universities/colleges.

During the panel discussion, those in attendance informally compared notes: About 25 percent of the students attending summer journalism workshops at several universities later returned to campus as college students.

Now, let's turn to the more altruistic goals of assisting scholastic journalism programs. In a nutshell, students and the community benefit when there are strong journalism education programs in high schools. Journalism education offers students individually some invaluable lessons, from the obvious – proper use of grammar and spelling – to the intangible yet valuable – critical thinking and logic. High school students attend their school board meetings and report on budgets. These students, early on, also understand how to access public records and what their First Amendment rights are. They're well prepared for civic engagement before their 18th

birthday.

For the sheer educational benefits afforded to high school students, we should do all we can to assist the news media programs at area high schools and community colleges. In this economically challenging time, budgets are being cut and teachers laid-off. It's not uncommon for student media and journalism classes to fall under the axe. Likewise, college journalism programs are stretched and stressed as well, and sometimes react by withdrawing support for high school outreach programs. The rationale may include the ease of making budget adjustments on such "non-essential" staff or the loose affiliation with the core mission of the university.

Scholastic journalism educators, such as those on the ASJMC panel, urge a more sober and holistic assessment of the educational values, as well as practicalities, of high school journalism partnerships. Such a longer, deeper view will reveal the investment in the partnerships will yield dividends both altruistically and practically for years to come.

**BY VANESSA SHELTON,
UNIVERSITY OF IOWA**

VISUAL COMMUNICATIONS DIVISION **Interactive Graphics Should be Prominent in Multimedia Curricula**

After talking to a number of people from across the country at the AEJMC convention this year, I realized just how many of us are developing new courses that focus on multimedia and cross-platform storytelling. Of course, anytime we rethink curriculum, it's a trick to balance the foundations of good journalism, more software and technical training, and how to deter-

mine what tomorrow's journalists need to be successful.

In my own work, one question keeps arising: How much should students specialize in one form of storytelling and how much should they know about the others? We can't train everyone to be experts at everything. But these days, they certainly need to be more versatile than ever before. As the journalism graphics sequence coordinator at Ball State, I have had the opportunity to teach a number of digital storytelling courses, and I have also engaged in research on how informational graphics can be used in multimedia news packages. And it seems to me that while many educators have begun to focus on teaching writers about video and photographers about audio, most have been slower to expose all journalism students to information graphics reporting.

Perhaps this is because in the past, graphics reporting has required high-end illustration skills, and animation has required deep knowledge of programs like Adobe Flash. Or perhaps it's because we are unaware of how rich graphics reporting can be as a multimedia story form. So let me share two thoughts that might help move this forward at your schools.

First, we can, and should, train all journalism students to be aware of and know how to use all of the different storytelling tools available to them. As we all try to navigate the changing media landscape, I think we should consider whether our courses/curricula include how conceptualize, research, illustrate, animate and edit multimedia graphics to make our students more versatile, well-rounded journalists. Specifically, there are a few

types of graphics you might want to consider exposing students to in the future. Instructives allow a user to click through the steps of a process and explain how something happens or works. Narratives offer a vicarious experience by combining audio voiceover with rich animation. Simulations and games are usually a representation of real-world phenomena and are also highly immersive. And data visualizations combine data sets with interactive maps, charts and diagrams. Although they are based on hard numbers, data visualizations can often be beautiful and creative. In the very least, students should be aware of these story forms, as well as when and how to use them.

Second, Interactive visual storytelling tools are maturing quickly. In fact, there are a number of open source tools available that make it easier to create sophisticated graphics with little to no knowledge of illustration techniques or programming. For example, GeoCommons (<http://geocommons.com/>) allows users to upload data and merge it with several types of map files. Maps that once required specialized skills to produce, can be created and shared online in minutes. Likewise, tools like Many Eyes (<http://manyeyes.alphaworks.ibm.com/manyeyes/>) and Protovis (<http://vis.stanford.edu/protovis/>) do the same for complex charts and data visualizations. Suddenly, any journalist can churn out a visual representation of a data set in minutes.

Of course, some students will illustrate and program graphics, while others will only be able to brainstorm graphics potential and use open source tools to create visualizations.

Regardless, we should be addressing information graphics in our multimedia courses because if we don't, we are severely limiting the number of tools our students are equipped to make use of in their work.

**BY JENNIFER A. PALILONIS,
BALL STATE UNIVERSITY**

RELIGION AND MEDIA INTEREST GROUP

Religion and Media Interest Group's Research Branches Out

When a group of AEJMC members petitioned to establish the Religion and Media Interest Group in 1996, they set out to do fulfill four main purposes: 1. to serve and study the religion media; 2. to serve and study the needs of journalism educators who work at institutions with religious affiliation; 3. to encourage research about the relationship between religion and the media; 4. to demonstrate that media researchers, practitioners and educators recognize the value of religion in society, and to dispel stereotypical perceptions to the contrary.

All these years later, it's obvious the interest group has taken its mission further afield, though those four purposes still inform our research, teaching and service. A look at the research presented at the past couple of conferences and the Journal of Media and Religion show the diversity of interests of religion and media scholars. If there is one overriding trend it is that scholars have learned how closely religion aligns with culture, is part of culture. Media also permeate and become part of culture. Thus, it makes sense for us to talk about eco-theology, the movement among religious peoples, including evan-

gelical Christians, to stitch together an environmental ethic with their concepts of the moral obligations humans have to protect the earth. It also makes sense for us to look at entertainment media and glean what the theologies of Glenn Beck to "Lost" to "The Simpsons" mean to our media and culture. If audiences are integrating faith into an increasingly large part of their lives, it's up to media scholars to ascertain what that means for media.

Jim Trammell, of High-point University and past chair of the interest group, said the value of religion and media research to other scholars is that the research covers how ideology influences the way we use and interpret media.

"We all have a set of beliefs and ideals (be they grounded in religion, politics, or whatever) that shape the way we understand the world. Those sets of beliefs influence how we approach media differently," he said. "It is reasonable to believe that liberals have a different set of expectations about media than conservatives do. Evangelicals have different media buying habits than fundamentalists do. Your perspective on the role of media in the free exchange of ideas is probably different if you are British than if you are American. But aside from identifying these differences, it is worth considering what it is about being liberal, or evangelical, or British that influences how we use media."

As diverse as RMIG's scholarship has become, there is room to expand the research agenda. At the Denver conference, RMIG teamed up with the Gay, Lesbian, Transgender and Bisexual Interest Group for a panel entitled, "Sex, Religion and Media."

Dane Claussen, who moderated the panel, pointed out that since the publication of his book also called, "Sex, Religion and Media" in 2002, few research undertakings have linked all three subjects. The panel yielded ideas for future directions in this area. The panelists, Jason Shepard, Cecile Holmes of University of South Carolina and Tien-Tsung Lee of University of Kansas and Gary Hicks of Southern Illinois University-Edwardsville, each offered an enriching perspective. Shepard looked at the reaction to the gay male kiss on television and how the FCC may respond to complaints about the graphic nature of such kisses. Holmes discussed the lack of understanding in newsrooms about forgiveness when it is framed as religious redemption, a common theme in news stories about leaders who have "sinned," especially in a sexual context. She described situations in which reporters were incredulous about calls for forgiveness, from the Catholic Church sexual abuse crisis to the Jimmy Swaggart and Jim Bakker sex scandals of the 1980s. Lee and Hicks looked at public opinion about gay men and lesbians and how religiosity is one factor predicting anti-gay attitudes.

Another area ripe for exploration is religion as it is used and shaped in relation to media outside the United States. Possibly the most downloaded issues of the Journal of Media and Religion have been its Volume 7, issues 1 and 2, which focused on Iran. The issues contained such articles as "The Role of Media in the Threats and Opportunities of Globalization for Religion." However, a still small fraction of papers submitted to the interest group center on reli-

gions, audiences or media outside our national borders. Researchers are branching out from Christianity as a main area of interest and regarding other faith traditions as worthy of exploration. Others are contextualizing other areas and explaining them as religious in nature. For example, a person's devotion to a sports team could be viewed as religious in nature: it is ritualized, often rooted in culture, and is acted upon through media.

The Religion and Media Interest Group seeks to address how religion colors, heightens, and changes mass communication. Join us in that exploration.

BY PAOLA BANCHERO,
UNIVERSITY OF ALASKA ANCHORAGE

SMALL PROGRAMS INTEREST GROUP

Being Small Has Advantages

Like their counterparts at large universities, faculty in smaller Journalism and Mass Communication programs are challenged with integrating multimedia storytelling and social media into their curriculum. The task is configured a bit differently than it is in larger programs though, so a priority for the Small Programs Interest Group (SPIG) continues to be programming that helps members respond to the need for changes in curriculum

and teaching. After surveying our membership in 2008, we had a pretty good blueprint for how to proceed, and we have hit on a few things that seem to work.

The Best Practices showcase preconference in Denver, which featured five presentations chosen through a competition and attracted 35 attendees, is one of the ways we've helped our membership navigate this multi-wired world. The pre-conference format allows us to give more in-depth attention to issues ranging from when and how to introduce the first audio and video reporting assignments to the senior capstone. Some of our panels in Denver featured lesson plans on blogs and Twitter, as well. But the preconference seems to be in keeping with the ways in which faculty in smaller programs are used to stretching resources. During planning for the 2009 Boston conference, SPIG, in the spirit of trying to do more with our small number of chips, combined a couple of panel proposals on multimedia issues and created a pre-conference for Boston. With the membership's urging, we decided to go for something bigger in Denver and expect we'll be back with more preconference in the future.

The teaching content offered in the preconference

would probably be useful to most any JMC educator. The challenge in small programs differs due to structure and mission. Although a few members teach in ACEJMC-accredited programs, many are in programs where they are the only fulltime journalism or public relations professor; in some cases that one professor teaches both, with three or four courses a semester alongside service and research. Structurally, the curriculum in programs with just a journalism minor or one faculty member who teaches journalism or public relations practice has

larger program, where students might get three sequential reporting classes and separate multimedia reporting classes. When SPIG members get together we talk about multimedia strategies in curriculum where we may be the only one teaching.

And yet there are some real advantages to being small. People in smaller programs can and have made curriculum changes without having to deal with as many obstructionist colleagues (though they are in small programs, too). On the positive side, members are collaborating with colleagues

Social Media in the Classroom

AEJMC asked professors to share their best practices for incorporating social media into the classroom. Visit <http://aejmc.blogspot.com/> for a compilation of best tips, tools and more to help you add "social" to the media mix.

fewer courses in a sequence. So, while a larger program might be able to spread the introduction of multimedia across several reporting courses of varying levels, the curriculum at a small liberal arts college might have Basic Reporting course and Advanced reporting and a few other regular specialties. The professor has to take care of multimedia in different ways than would a colleague in a

in computer science, design, art, and other areas, relationships that may be easier to build on smaller campuses. What is apparent after each conference is that SPIG members like being where they are—in programs where they can roll up their sleeves and make immediate changes in the lives of the students.

BY VIVIAN MARTIN,
CENTRAL CONNECTICUT STATE
UNIVERSITY

2010 Convention Program Corrections

• **Papers left out of the 2010 program**
International Communication Division
Effect of a Public Service Announcement for Couple Testing for HIV on Beliefs, Understanding, and Intent to Act • Jyotika Ramaprasad, University of Miami • This paper presents results of an effectiveness test for a PSA to encourage HIV couple

testing. Participatory formative research in Uganda identified disclosure of HIV positive status between partners as the major issue and couple testing as the solution. A largely text-based with voiceover PSA was created and tested in Uganda, using a pre-post design. Results indicate effectiveness of the PSA, which will be dis-

tributed for use in Uganda.

• **Program Listing Error**
Panelist, Patrick Butler, International Center for Journalists, did not attend/participate the International Communication Division session on Tuesday, August 3, 2010 at 1pm to 5pm.

Placement Ads

Ad Rates

AEJMC Placement Service ad rates are \$150 for the first 200 words and 25 cents for each additional word. Ads should be sent to Kysh Brown, Newsletter Editor, via e-mail to aejmcnews@aol.com. Type "Newsletter Ad" in the subject line.

Please include the name of a contact person, a fax number and a phone number. Schools are billed after publication and sent one tearsheet of their ad and a copy of the newsletter.

(Prices effective September 2009)

Copy Deadlines

January.....	Dec. 1
March.....	Feb. 1
July.....	June 1
September 15.....	Aug. 1
November.....	Oct. 1

The Department of Communication at **Boise State University** seeks a tenure-track **assistant professor** in journalism to teach in areas such as journalistic practice, history, culture and political economy. The candidate must have the ability and desire to teach courses in information gathering, news reporting, public affairs reporting, investigative journalism and/or feature writing across various media. He/she will also have a role in advising student journalistic outlets such as The Arbiter, Boise State's campus newspaper. Candidates must have a completed doctorate in communication or a related field by August 2011. Applicants must also demonstrate excellence or the potential for excellence in teaching at the undergraduate and graduate level and in scholarly research. Interested candidates should send a cover letter, vita, summary of recent teaching evaluations, written samples of research, transcripts and three letters of recommendation to Rick Moore at rmoore@boisestate.edu. **Review of applications will begin October 15, 2010 and continue until the position is filled.**

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Department of Journalism and Public Relations • The Department of Journalism and Public Relations at **Bowling Green State University** invites applications for a tenure-track **assistant professor** position. The candidate should have professional journalism experience and the ability to teach a variety of

courses in a converging journalism curriculum. The preferred applicant will have experience producing journalistic content for multiple platforms and the ability to teach students the technologies necessary to succeed in a converged media environment. The successful candidate will also teach courses in his/her area of expertise for the School of Media and Communication's graduate program. Candidates must have a Ph.D. in a relevant area by the starting date, professional journalism/public relations experience, and the ability to demonstrate both ongoing research activity and an interest in professional community involvement. The ACEJMC-accredited Department of Journalism and Public Relations has approximately 300 majors who currently have a choice among concentrations in print journalism, broadcast journalism and public relations. A detailed position description and application process are available at:

<http://bgsu.edu/dept/journalism>. BGSU is an equal opportunity employer/educator.

Women and minorities are strongly encouraged to apply.

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Dean, College of Communications, Search Extended • **The California State University, Fullerton (CSUF)**, invites applications for the position, Dean of the College of Communications, from individuals with significant academic and administrative experience who can provide scholarly and professional leadership and management for a dynamic community of teacher-scholars, committed to preparing students to function in a wide variety of communication professions. The Dean is the chief academic officer of the College which is comprised of the departments of Communications, Human Communication Studies, and Radio-TV Film and currently has a total of 95 full-time faculty and 16 full-time staff positions. The College is home to over 3,000 majors and the programs are accredited by the Accrediting Council on Education in Journalism, Mass Communications (ACEJMC), and the American Speech-Language Hearing Association (ASHA). Reporting to the Vice President for Academic Affairs, the Dean, working collegially with faculty, provides leadership, management and oversight for all aspects of the College and furthers the mission and goals of the College and the University by ensuring excellence in teaching, scholarship, and service. Candidates must have an appropriate terminal degree in

one of the College's fields of study, or commensurate experience in a related field; credentials appropriate for appointment at the rank of full professor in one of the College's departments; an outstanding and sustained record of scholarly publication or creative work; and, at least 5 years of outstanding administrative and academic leadership experience. The University offers excellent comprehensive benefits summarized at: http://www.calstate.edu/Benefits/Summaries/2007_MPP.pdf. Full position description, additional requirements, and application instructions available at: http://diversity.fullerton.edu/jobs/dean_communications.aspx. Preferred appointment date is February, 2011. **For full consideration, nominations and application materials must be received by Friday, October 8, 2010. Position will remain open until filled.** Nominations should include a letter of nomination and, if possible, the nominee's curriculum vitae. Send letter of interest with summary of qualifications, a curriculum vitae, and names, addresses, telephone numbers, e-mail addresses for at least four (4) references to: Chair, Search Committee for Dean of Communications, California State University, Fullerton, P.O. Box 6810, Fullerton, CA 92834-6810, Attention: Leticia Stotler, E-mail address: lstotler@fullerton.edu. ACHIEVING A CLIMATE OF SUCCESS THROUGH DIVERSITY & EQUITY. An Equal Opportunity/Title IX/VEVRA/ADA Employer. California State University, Fullerton, CA 92834-6850.

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The Department of Communication Arts at **Georgia Southern University** announces openings for two positions: **Assistant Professor** of Journalism and **Lecturer** of Public Relations. The Journalism Assistant Professor will teach basic and advanced courses in the journalism curriculum, and advise departmental majors. The non-tenure track lecturer of public relations will teach required courses in public relations including writing and publications, and advise majors. A residential university serving more than 19,000 students in fall 2009, Georgia Southern is recognized for providing all of the benefits of a major university with the feeling of a much smaller college. The nearly 700-acre, park-like campus is located in Statesboro, a classic Main Street community near historic Savannah and Hilton Head Island. The Department of Communication Arts, with 750 majors, is a

multi-disciplinary program offering degrees in Journalism, Multimedia Communication, Public Relations, Communication Studies and Theatre. It operates highly regarded internship programs, and maintains a local cable TV channel and student radio station. Complete position descriptions with requirements, preferences and application details, are available through <http://www.georgiasouthern.edu>, or <http://class.georgiasouthern.edu/commarts/>. **Screening of applications begins October 22, 2010, and will continue until positions are filled.** Position start date is August 1, 2011. Applications should be sent to Lisa Muller, Public Relations Search Chair, or Kent Murray, Journalism Search Chair, Communication Arts, Georgia Southern University, P.O. Box 8091, Statesboro GA 30460-8091.

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The AQ Miller School of Journalism and Mass Communications at **Kansas State University** invites applications for a tenure-track **assistant professor** position in advertising. Advertising is one of three sequences in the school, along with public relations and journalism/digital media. The advertising sequence is focused on the impact of new media on the profession, including required new platforms and message formulation. The successful candidate will demonstrate a strong commitment to critical thinking, teaching, student advising, and service to a diverse population. Candidate will also be able to teach courses in at least two of the following areas: principles of advertising, writing and design, strategic planning, and media planning. Promise of productivity in research and scholarly publication and service to the school, university and community is expected. Doctorate with appropriate professional experience is preferred (ABD considered if degree completion is expected prior to June 2011). **Review of applications will begin September 2, 2010 and continue until the position is filled.** See <http://www.jmc.ksu.edu>. Kansas State University is an AA/EEO employer that actively seeks diversity among its employees. A background check is required. Submit all applications electronically to: Dr. Thomas HP Gould, Advertising Sequence Chair, thpgould@gmail.com.

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DEAN, MANSHIP SCHOOL OF MASS COMMUNICATION • **LOUISIANA STATE UNIVERSITY** — Louisiana State University invites applications for the position of **Dean** of the Manship School of Mass Communication. We seek applications from individuals nationally or even internationally recognized as

scholars and/or professionals. Candidates must possess the skills necessary to lead and manage a dynamic program of scholars, professionals, and students focused on media and public affairs. The Dean is the chief academic officer of the School, which offers undergraduate education in Journalism, Public Relations, Advertising, and Political Communication as well as the only graduate program in the U.S. in media and public affairs. The School oversees the innovative Reilly Center for Media & Public Affairs, two state of the art research labs, and student media. With a combined endowment of more than \$20 million, the School currently has a total of 39 full-time faculty and 20 full-time staff positions, along with 600 undergraduate majors and 70 Masters' and PhD students. The School is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and the Southern Association of Colleges and Schools (SACS). The dean is responsible for all matters related to the administration of the School including academic programs, faculty, staff, students, facilities, budget, alumni relations, and fundraising. Reporting to the Provost, the Dean works collegially with the faculty to advance the school's mission of excellence in research, teaching, and service to the communications professions. He or she is able to articulate a vision for mass communication in the 21st century; shows an understanding of and commitment to continually developing relevant and innovative education for today's rapidly changing media world; demonstrates business acumen in all aspects of the school's endeavors, including strategic planning and developing new sources of external and internal funding; forms and maintains partnerships with the private sector, professional organizations and campus entities; maintains a deep commitment to diversity in its broadest terms; and effectively represents the school's best interests internally and externally. Candidates must have a degree in one of the School's fields of study or a related field, or commensurate experience in a related professional field, and academic or professional credentials appropriate for appointment at the rank of full professor, including a sustained and outstanding record of scholarly publication or comparable professional achievement. For a brief description of the Manship School: go to: [http://appl003.lsu.edu/masscomm/mcweb.nsf/\\$Content/profile?OpenDocument](http://appl003.lsu.edu/masscomm/mcweb.nsf/$Content/profile?OpenDocument). Anticipated appointment date is July 1, 2011. **Review of applications will be begin August 2, 2010 and continue until the position is**

filled. Electronic applications are preferred, including a curriculum vitae and letter of interest, and should be submitted online at: <https://lsusystemcareers.lsu.edu/applicants/Central?quickFind=52139>. Paper submissions in lieu of online applications and letters of nomination may be sent to Gaines M. Foster, Co-Chair of Search Committee, College of Arts and Sciences, 132 Hodges Hall, Louisiana State University, Baton Rouge, LA 70803. LSU SYSTEM IS AN EQUAL OPPORTUNITY/EQUAL ACCESS EMPLOYER.

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Loyola University Maryland — **TENURE-TRACK ASSISTANT PROFESSOR** • The Department of Communication (<http://www.loyola.edu/communication>) invites applications for a full-time, tenure track faculty position at **Assistant Professor** rank beginning the fall semester 2011. Candidates should possess (1) the Ph.D. in an appropriate field; (2) either professional experience or academic credentials, or both, to teach Advertising plus one or more additional aspects of a comprehensive communication program; (3) potential for outstanding undergraduate teaching; and (4) an agenda for peer-reviewed research publication in the candidate's interest area(s) that can lead to tenure. The successful candidate will be expected to teach and advise undergraduate students, serve as advisor to the student advertising club, serve on departmental and university committees, become involved in professional and academic groups, and support the university's mission. The Department offers undergraduate specializations in Advertising/Public Relations, Digital Media, and Journalism. Courses are taught in state-of-the-art classrooms and laboratories. The typical teaching load of 3 courses per semester is reduced one course in the first year. Loyola offers numerous internal grant programs for research and curricular development, substantial funding of faculty travel, competitive junior sabbaticals in the fourth year, and senior sabbaticals in the seventh year. Loyola University Maryland is a dynamic, highly selective Jesuit/Catholic institution in the liberal arts tradition and is recognized as a leading independent, comprehensive university in the northeast. Loyola is located in multi-ethnic, culturally dynamic Baltimore in the hub of the New York-Washington media corridor. Loyola enrolls more than 3,700 students in its undergraduate programs and more than 2,300 graduate students. Communication is the most popular undergraduate major. The Department of Communication seeks a broad

Continued on page 20

spectrum of candidates, including women and people of color. Visit our website to learn more about Loyola's Jesuit identity and commitment to diversity (<http://www.loyola.edu/About/prospective-faculty-and-staff.aspx>). For more information and to apply, please go to <http://careers.loyola.edu>. At this link, complete the online application and electronically submit a cover letter, curriculum vita, and your statement of how you would support the mission and educational aims of Jesuit higher education. Three letters of recommendation and original transcripts of all college work should be sent to: Dr. Neil Alperstein, Search Chair, Department of Communication, Loyola University Maryland; 4501 North Charles Street; Baltimore, MD 21210-2699; nalperstein@loyola.edu. **Review of applications will begin October 1, 2010, and will continue until the position is filled.** We will interview candidates at the AEJMC Job Fair in Denver.

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Assistant Professor of Advertising/Public Relations • Penn State Erie, The Behrend College — The Communication program at Penn State Erie, The Behrend College, invites applications for a tenure-track assistant professorship in advertising and public relations, beginning August 2011. Candidates should have college teaching experience, a record of scholarly achievement or demonstrated potential for scholarly achievement, and professional experience in advertising and/or public relations. A Ph.D. degree is required for appointment to the tenure track line; however, ABD candidates with evidence of significant degree progress will be considered. The position requires excellence in teaching and scholarship, as well as involvement in college and departmental service. Teaching responsibilities include introductory and advanced courses in advertising and public relations, as well as other courses that complement the college's broad-based major in communication which balances theory and skill development in speaking, writing, and technology. Penn State Behrend is a comprehensive four-year and residential college of Penn State in Erie, PA. The College prides itself on the balance it achieves between teaching and research. Located on a beautiful, wooded hilltop campus, Penn State Behrend offers its 4700 undergraduate and graduate students an inspiring and technologically-advanced environment characterized by close student/faculty interaction. For more information about the College or the Communication program, please visit our Web site (www.behrend.psu.edu). To apply, please send a cover letter; curriculum

vitae; graduate transcripts; evidence of teaching effectiveness; and three letters of recommendation to: Chair, Advertising/Public Relations Search Committee, School of Humanities and Social Sciences, Box AN, Penn State Erie, The Behrend College, 170 Irvin Kochel Center, 4951 College Drive, Erie, PA 16563-1501. Or submit electronically to: HSSjobs@psu.edu. **Review of applications will begin Oct. 15, 2010, and continue until the position is filled.** Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

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Penn State Greater Allegheny invites applications for an **Assistant Professor** of Communications position (tenure-track, 36 weeks) starting August 2011, or as negotiated. Teach communications courses in the baccalaureate degree program in communications. Teaching assignments may require teaching day, evening and/or Saturday classes. Work collaboratively with colleagues to deliver program to students at multiple campuses. Publish in refereed journals. Advise students and provide career guidance. Participate in course, curriculum and program development, professional organizations, and varied service activities. Ph.D. in Communications with expertise in Public Relations/Advertising required. Additional expertise in video editing, graphic design and/or journalism is desirable. Evidence of potential in research and publication is expected. Commitment to high-quality instruction in a student-centered environment is desired. Interest in active and collaborative learning, the instructional use of technology, and hybrid and online teaching is an advantage. Prior college-level and online teaching experience preferred. Enthusiasm for working in a multidisciplinary environment is important. To learn about the campus and Penn State, visit <http://www.ga.psu.edu/>. To learn more about the position and how to apply, visit <http://www.psu.jobs/Search/Opportunities.html> and follow the "Faculty" link. AA/EOE.

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Dean, School of Communications • Quinnipiac University invites nominations and applications for a visionary and innovative **Dean** to lead the School of Communications, embracing evolving technologies while adhering to standards of quality and integrity. The School of Communications seeks an experienced administrator with excellent management and interpersonal skills, a successful record of leadership in the academic and/or professional communities, and the ability to engage in long-term strategic planning. The dean will provide academic, professional

and executive leadership for the School; maintain a collegial climate supportive of excellence in teaching, research, and creative activity; and foster collaborative relationships within the School, the university and broader communities. The dean will oversee and manage the School's personnel, operations and budgets and delegate day-to-day administrative functions of the school. A primary focus of the dean's position will be on institutional advancement. The successful candidate will show a distinguished record of professional and/or scholarly achievement, including a record of or potential for successful networking and fundraising. Applicants should demonstrate familiarity with academic and scholarly processes and contemporary issues in communications education and related industries, including the challenges and opportunities created by new media and advanced technologies. The successful candidate will possess excellent written and verbal communication skills that will allow him or her to serve as an effective representative of, and advocate for, the School of Communications, its faculty, staff and students in national and international academic and industry forums, as well as in the campus and local communities. The dean's position will be a non-tenured multi-year administrative appointment with courtesy faculty rank in the candidate's area of expertise. The School of Communications emphasizes a commitment to academic excellence, diversity, inclusiveness and shared governance and embraces the teacher/scholar model of higher education. The School has approximately 1,000 undergraduate students in journalism, public relations, media studies, and film, video and interactive media. The School offers graduate programs in journalism, public relations, and interactive communications. The Ed McMahon Mass Communications Center at Quinnipiac University is a state of the art instructional facility that includes a high definition television studio and post production facility. Qualified candidates should apply online at <https://careers.quinnipiac.edu>. Application materials should include a letter of application, CV, and names and contact information for three references. **Review of applications will begin on October 30, 2010.** Inquiries and nominations should be directed to Leslie Hunter, Assistant to the Senior Vice President for Academic & Student Affairs (SB-ACA), Quinnipiac University, 275 Mount Carmel Avenue, Hamden, CT 06518-1908 or Leslie.Hunter@quinnipiac.edu or 203-582-5337. Quinnipiac University has a strong commitment to the principles and

practices of diversity throughout the university community and we welcome candidates who would enhance that diversity.

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Texas State University — Two openings for fall 2011: 1) Non-tenure track **Journalism Lecturer** (position 2011-9) Teach four classes each semester, including sections of information gathering and copy editing. Requires an appropriate master's degree and three years professional experience. Prior teaching experience preferred. 2) **Advertising Assistant Professor** (position 2011-8) Tenure track position teaching up to three courses per semester and conducting research. Requires terminal degree in advertising or related area and evidence of capability to sustain a program of scholarly or creative activity. Prior teaching and professional experience preferred. Applicants must be able to teach media planning and some combination of the following: account planning, copywriting, ad/pr management, portfolio, campaigns, on-line marketing, and advertising design. Applicants may be asked to teach a large section of intro to advertising as needed and to teach occasionally at Texas State's Round Rock Higher Education Center. Cover letter should specify position sought. Send vita, letter of application unofficial transcripts and list of three references to the School of Journalism and Mass Communication, Texas State University—San Marcos, San Marcos, TX 78666. **Consideration of applications will begin October 1, and continues until filled.** Complete online job postings at <http://facultyrecords.provost.txstate.edu>.

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Texas Tech University, College of Mass Communication — Texas Tech University's College of Mass Communications seeks applicants for an **assistant or associate professor** position in journalism beginning Fall 2011 with experience in all facets of journalism. The journalism program emphasizes preparing all majors for work in multi-platform (print, broadcast and on-line) newsrooms. With approximately 320 majors, the program utilizes all digital cameras and editing systems. The College of Mass Communications has more than 1400 majors in five separate undergraduate degree programs, and Master's and Ph.D. degrees in Mass Communications. Qualifications: For this tenure-track position, Ph.D. is required as well as demonstration of potential for scholarly research and effective teaching. Professional media experience is required. Teaching across the converged journalism curriculum, refereed scholarly research, pursuit of external support for research and

service are required. Application Process: Candidates must complete the university application process described at <https://jobs.texastech.edu/>. Refer to Requisition #82083. **Review of applications will begin immediately and continue until a candidate is selected.** Correspondence and questions should be directed to Randy Reddick, Journalism Search Chair, College of Mass Communications, Texas Tech University, P.O. Box 43082, Lubbock, Texas 79409-3082. Texas Tech University, a member of the Big 12 Athletic Conference, is located in Lubbock (www.lubbockonline.com), a city of 210,000, with all major media and networks represented. For more information about the College of Mass Communications (www.depts.ttu.edu/masscom/) or Texas Tech University (www.ttu.edu), visit our Web sites. Texas Tech is an Affirmative Action/Equal Opportunity Employer. We strongly encourage applications from women, minorities, and veterans, and we consider the needs of dual career couples.

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The Department of Journalism at the **University of Alabama** seeks to hire an **assistant professor** with a specialization in journalism history for a three-year renewable contract position, beginning August 2011. Qualifications include a Ph.D. or other terminal degree by starting date. Preferred qualifications include college teaching experience and demonstrated potential to be a productive scholar in the area of journalism history. Preference will be given to candidates who have taught mass media history at the college level and who can teach in at least two other areas, including media law, media ethics, media writing and reporting, editing, or introductory journalism. Responsibilities also include coordinating advising for new students. The Department of Journalism has been in existence since 1928 and today is among the nation's best. It is part of the College of Communication and Information Sciences, and its graduates include leaders in all fields of mass communication. The department offers its own master's programs and takes part in a College-wide doctoral program. The University of Alabama is the state's oldest public university and offers the full course of academic programs and social life to a student population that has grown to more than 28,000. It is located in Tuscaloosa, with an area-wide population of more than 100,000. Tuscaloosa is 55 miles southwest of Birmingham. Please visit <https://facultyjobs.ua.edu> to apply for the position. Attach an application letter, curriculum vitae, names, addresses, and phone

numbers of three references, and any supporting material. Materials that cannot be attached may be mailed to Dr. Wilson Lowrey, Search Chair, Department of Journalism, Box 870172, Tuscaloosa, AL 35487-0172. Those interested in the search may contact Wilson Lowrey at 205-348-8608 or email him at wlowrey@ua.edu. **Review of applications will begin Sept. 15, 2010. We will continue to accept applications until the position is filled.** The University of Alabama is an equal opportunity, affirmative action employer.

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Assistant Professor or Instructor/Lecturer, Visual Journalism • The Department of Journalism, **University of Alabama**, announces its search for a tenure-track **assistant professor** or a renewable contract **instructor/lecturer** in visual journalism who would join the faculty in August 2011. The successful candidate is expected to have a strong professional background or teaching experience in one or more areas of visual journalism. The new faculty member would teach classes in several of the following areas: Beginning visual journalism; intermediate and advanced photojournalism; newspaper, magazine and online design; and multimedia video production. An interest in emerging media's role in building community is also welcome, given the department's community journalism emphasis at the graduate level. The successful candidate would be expected to stay abreast of the changes in the industry, given the professional orientation of the field and the ever-changing media environment. Responsibilities also include teaching undergraduate courses that involve hands-on training in digital media and/or visual journalism across multiple platforms. The successful candidate may also teach graduate courses in visual journalism or other areas, depending on qualifications. Qualifications for the tenure-track assistant professor include a Ph.D. or other terminal degree by starting date. At minimum, all candidates must have a master's degree and substantial professional experience. Other preferred qualifications include successful college teaching experience and a record of scholarship or creative activity appropriate for the position sought. Salary is nationally competitive. The Department of Journalism is part of the College of Communication and Information Sciences, and its graduates include leaders in all fields of mass communication. The department offers its own master's programs and takes part in a college-wide doctoral program. The department has an

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established track in visual journalism, a program that serves about 30 percent of our majors. Recent work in photography, design and magazine production includes our third edition of *Alpine Living* magazine (the online version can be viewed at <http://alpineliving.jn.ua.edu/>) and a specialty publication on York, Ala. (available at <http://voicesfromtheblackbelt.ua.edu/>). The University of Alabama is the state's flagship public university and offers the full course of academic programs and social life to its 28,000 students. It is located in Tuscaloosa, a university-oriented community with a population of more than 100,000 located 55 miles southwest of Birmingham. Tuscaloosa is a morning's drive from the Smoky Mountains, Gulf Coast beaches, New Orleans, Nashville, and Atlanta. Visit <https://facultyjobs.ua.edu> to apply. Attach an application letter, C.V./resume, work samples or links to your work online, and the names, addresses, and phone numbers of three references. Professional samples that cannot be attached may be mailed to Dr. Kim Bissell, Search Chair, Department of Journalism, Box 870172, Tuscaloosa, AL 35487-0172. Those interested in the search may contact Dr. Bissell at 205-348-8247 or email her at kbissell@ua.edu. **Review of applications will begin Oct. 15, 2010. We will continue to accept applications until the position is filled.** The University of Alabama is an equal opportunity, affirmative action employer.

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University of South Carolina, SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS — The University of South Carolina's School of Journalism and Mass Communications seeks applicants for up to two scholars with a strong emphasis in Public Relations research beginning August 2011. We are looking for individuals who have a commitment to teaching, a passion for scholarship and the desire to significantly contribute to our graduate program. These positions require a Ph.D. in mass communications or related field. Outside industry experience is a plus. **Open rank.** In addition to a burgeoning Ph.D./M.A. program, The School of Journalism and Mass Communications offers bachelor's degrees in print and electronic journalism; advertising and public relations and visual communications. The School's Ph.D./M.A. programs are particularly strong in health/science/risk communications, new media technologies and communication law. The M.M.C. program is particularly strong in integrated communications. The University has begun a number of interdisciplinary initiatives and we are particularly interested in

individuals who have the desire to work across disciplines inside and outside the School. The ideal candidates would have teaching experience at the undergraduate and graduate level in public relations as well as documented successful involvement with a graduate program, such as chairing doctoral dissertations or teaching graduate seminars. We appreciate all methodologies for better understanding the media and welcome innovative researchers who have experience in more than one method for data gathering. These positions carry a 2/2 teaching load with an expectation of sustained and productive research as well as contributions to the service of the School, the University, and our profession. Applicants should send a letter of application, CV, the names of at least three references and any support material to: Erik Collins, Ph.D., J.D., Chair, Faculty Search Committee, School of Journalism and Mass Communications, University of South Carolina, Columbia, SC 29208. The University of South Carolina is a research university with more than 27,000 students located in South Carolina's capital, a unique family-friendly city located equidistant from 2 hour rides to beautiful Atlantic beaches or the historic, rolling Blue Ridge mountains. The School has an enrollment of 1,400 undergraduates and 60 graduate students in print and electronic journalism; advertising and public relations; visual communications, and mass communications. The largest enrollment sequence is public relations. The faculty consists of a collegial group of researchers and educators with a wide range of backgrounds and interests. For more information, visit the School's website at www.jour.sc.edu. **The search committee's review of applications on a rolling basis will begin September 15, and continue until the positions are filled.** Rank and salary will depend on qualifications and experience. Employment begins in August 2011. The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina is responsive to the needs of dual career couples.

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University of Tampa — Assistant Professor, Advertising/Public Relations The Communication Department, College of Arts and Letters, at The University of Tampa invites applications for a tenure-track **assistant professor** position in Advertising and Public Relations (ADPR) (emphasis in one area or the other is acceptable), to begin August 2011. Candidate should have a terminal degree

such as a Ph.D. in advertising, public relations, communications, marketing, or a related field. The ideal candidate will bring both professional experience and critical perspectives to the teaching of practice, theory, and research in advertising/public relations and be expected to develop a record of productive scholarship. In addition, the candidate will assist colleagues in strategic planning for the advancement of the ADPR major and strengthening opportunities for cross-disciplinary collaboration, including collaboration with the College of Business in the areas of teaching and research. Interest in and experience with emerging information technologies is desirable. The University of Tampa is a top-tier school among private southern universities. Currently the largest and fastest-growing department at the university, the Communication Department is well equipped with media labs and features internationally known faculty in filmmaking, television, and new media, as well as journalism, advertising, and public relations. The department collaborates in interdisciplinary programs with many other departments, including Marketing, Sports Management, English, Art, and Information Technologies Management. For details and to apply go to: <https://jobs.ut.edu>. Applicants should be prepared to attach cover letter, current curriculum vitae, one-page teaching philosophy and work sample which should be a sample of your scholarly/critical work. Optional documents that may be included are: one sample syllabi, two (2) teaching evaluations and a copy of your terminal degree. In addition, applicants will be requested to enter name and email address for three (3) references.

Review of applications will commence immediately and continue until the position is filled. Applicants received after October 2010, may not receive full consideration. The University of Tampa is an Equal Opportunity/Affirmative Action employer.

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University of the Pacific's Department of Communication invites applications for a tenure-track position to begin in August 2011. The Department offers both BA and MA programs. The Department seeks an **Assistant Professor** with research and teaching experience in public relations. The successful candidate will teach both undergraduate and graduate PR courses and be involved in teaching Department core courses. Additionally, teaching the University's Pacific Seminar program is required. The Pacific Seminars are the core of the University's general education program; more information is available at <http://www.pacific.edu/ge/>.

Qualified candidates should have a doctorate and related experience. In addition, qualified candidates should also be interculturally competent and have a demonstrated commitment to diversity. Send applications to: Dr. Qingwen Dong, Professor and Chair of Communication, Department of Communication, University of the Pacific, Stockton, CA 95211. **Review of applications will begin October 1 and priority consideration will be given to those who send in their application by November 1.** Applicants are encouraged to consult the University, College of the Pacific, and Department web pages (<http://www.pacific.edu>). University of the Pacific is an equal opportunity/affirmative action employer, encouraging excellence through diversity. Applicants must also complete the EEO Personal Data Form that can be found at <http://web.pacific.edu/x4728.xml>.

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University of Utah — ASSISTANT PROFESSOR of Strategic Communication • The Department of Communication at the University of Utah invites applications for a tenure-track **assistant professor** of strategic communication, effective July 1, 2011. Superior candidates will have teaching and research interests in strategic communication and in one or more of the following topical areas: health, environment, risk, science and technology, non-governmental and/or non-profit strategic communication. A quantitative approach to research is strongly preferred. Highly qualified applicants will have a defended or nearly completed Ph.D. in communication or in a closely related discipline or interdisciplinary program; appropriate technical knowledge; a record of or demonstrated potential for teaching excellence; and the promise or early evidence of a productive research or creative scholarship. Highly qualified candidates will also show a successful record of facilitating relationships with the professional community and realized or potential success in grant writing activities. The University of Utah recognizes that a diverse faculty benefits and enriches the educational experiences of the entire campus and greater community. The Department of Communication is committed to removing barriers that have been traditionally encountered by individuals from underrepresented groups; strives to recruit faculty who will further enhance our diversity; and makes every attempt to support their academic, professional and personal success while they are here. The presence and success of these faculty members enriches the experiences of everyone. The De-

partment of Communication is an intellectual community that is committed to diversity, features a broad array of interests, and pursues a wide range of disciplinary and interdisciplinary projects. Candidates will be able to make connections to our wide-ranging and vibrant scholarly community. The University features a collegial academic environment, contributes to a culturally rich metropolitan area, and enjoys an extraordinarily beautiful natural setting. **Review of applications begins November 1, 2010 and continues until the position is filled.** Applicants must submit an application letter, CV, three letters of recommendation: solicited and confidential, samples of scholarly and/or creative activity, a complete graduate transcript, and evidence of teaching excellence to: Professor David Vergobbi, Search Committee Chair, Department of Communication, 255 S. Central Campus Drive, Room 2400, University of Utah, Salt Lake City, UT 84112-0491. The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment. Employment decisions are made without regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, gender identity or expression, and status as a protected veteran. The University seeks to provide equal access for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to: Director, Office of Equal Opportunity and Affirmative Action, (801) 581-8365 (V/TDD). The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a demonstrated commitment to improving access to higher education for historically underrepresented students.

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University of Utah — ASSISTANT PROFESSOR of Electronic Journalism • The Department of Communication at the University of Utah invites applications for a tenure-track **assistant professor** of electronic journalism, effective July 1, 2011. Superior candidates will have teaching and research interests at the intersection of electronic journalism and one or more of the following topical areas: health, environment, risk, or science and technology. Highly qualified applicants will have a defended or nearly completed Ph.D. in communication or in a closely related discipline or interdisciplinary program; appropriate technical knowledge in nonlinear

editing software; a record of or demonstrated potential for teaching excellence; and the promise or early evidence of a productive research or creative scholarship. Highly qualified candidates will also show a successful record of producing news content for broadcast and/or web based format, abilities to facilitate relationships with the professional community, and realized or potential success in grant writing. The University of Utah recognizes that a diverse faculty benefits and enriches the educational experiences of the entire campus and greater community. The Department of Communication is committed to removing barriers that have been traditionally encountered by individuals from underrepresented groups; strives to recruit faculty who will further enhance our diversity; and makes every attempt to support their academic, professional and personal success while they are here. The presence and success of these faculty members enriches the experiences of everyone. The Department of Communication is an intellectual community that is committed to diversity, features a broad array of interests, and pursues a wide range of disciplinary and interdisciplinary projects. Candidates will be able to make connections to our wide-ranging and vibrant scholarly community. The University features a collegial academic environment, contributes to a culturally rich metropolitan area, and enjoys an extraordinarily beautiful natural setting. **Review of applications begins November 1, 2010 and continues until the position is filled.** Applicants must submit an application letter, CV, three letters of recommendation: solicited and confidential, samples of scholarly and/or creative activity, a complete graduate transcript, and evidence of teaching excellence to: Professor Craig Denton, Search Committee Chair, Department of Communication, 255 S. Central Campus Drive, Room 2400, University of Utah, Salt Lake City, UT 84112-0491. The University of Utah is fully committed to affirmative action and to its policies of nondiscrimination and equal opportunity in all programs, activities, and employment. Employment decisions are made without regard to race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, gender identity or expression, and status as a protected veteran. The University seeks to provide equal access for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practices not consistent with these policies should be reported to: Director, Of-

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Position in Advertising • Position: The Department of Communication at the **University of Wisconsin-Whitewater** is seeking candidates for a **tenure-track position** in Advertising which will begin Fall, 2011. The ideal candidate will have the academic preparation and preferably the professional industry experience to teach courses such as Foundations of Advertising, Advertising Copywriting and Layout, Advertising Campaigns, Advertising Media Planning and Buying, or Advertising and New Technologies. Ability to teach or develop other courses in areas of mass communication, media writing, intercultural communication, or graduate seminars, a plus. The ideal candidate will share leadership in an expanding emphasis in Advertising and will have opportunities to work with students on applied communica-

tion projects and master's theses. Participation in related academic and professional organizations and willingness to work with student organizations preferred. Ph.D. in Advertising or related field is required for tenure-track appointment. ABDs will also be considered for a non-tenure-track appointment that will convert to tenure-track upon successful completion of terminal degree. Application: Submit a completed application packet containing: a letter of application, curriculum vitae, names and contact information of three references, graduate and undergraduate transcripts and evidence of teaching effectiveness to the following: Dr. Ed Frederick, Search and Screen Chair, Department of Communication, UW-Whitewater, 800 West Main Street, Whitewater, WI 53190. **Deadline: Review of applicants begins November 1, 2010 and will continue until position is filled.** Only completed application packets will be reviewed. For complete description and updated information see <http://academics.uww.edu/CAC/employment/index.htm>.

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West Virginia University, Assistant Professor of Strategic Communications — The Perley

Isaac Reed School of Journalism at West Virginia University is seeking a tenure track **Assistant Professor** of Strategic Communications who can teach multi-level strategic communications courses with an emphasis on advertising, develop innovative curricula and conduct scholarly research that reflects and serves a changing industry. The position will begin either January 2011 or August 2011. The ideal candidate will have a Ph.D. Degree, a background in college-level teaching, and relevant professional experience. Candidates with a relevant Masters Degree and significant experience will also be considered. Please send a letter of application, curriculum vitae, and three reference letters to Strategic Communications Search Committee, West Virginia University, P.O. Reed School of Journalism, 1511 University Avenue, P.O. Box 6010, Morgantown, WV 26506. **The review of applications will begin immediately and will continue until the position is filled.** WVU is an Equal Opportunity Affirmative Action Employer and does not discriminate on the basis of age, color, disability, marital status, national origin, race, religion, sexual orientation, or veteran status. Women and minorities are encouraged to apply.