

AEJMC NEWS

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

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Market for 2013 JMC Graduates Unchanged from Year Earlier

By Lee B. Becker, Tudor Vlad and Holly Anne Simpson

Lee B. Becker is director of the James M. Cox Jr. Center for International Mass Communication Training and Research in the Grady College of Journalism and Mass Communication at the University of Georgia. Tudor Vlad is associate director of the Cox Center. Holly Anne Simpson was a graduate student in the Cox Center when this research was conducted. For a more detailed report, visit www.grady.uga.edu/annualsurveys/

The slight recovery since 2009 in the job market for graduates of the nation's journalism and mass communication programs has stalled.

Bachelor's degree recipients from journalism and mass communication programs around the country in 2013 reported the same level of job offers as a year earlier, the same level of employment as did 2012 graduates, and the same level of success in finding work that is in the field of professional communication.

Employment tracked on a monthly basis during the November 2013 to May of 2014 period was flat.

Salaries received by bachelor's degree recipients were unchanged from a year earlier, as, for the most part, were benefits offered.

Master's degree recipients, who make up only about one in 10 of those earning a journalism and mass communications degree, fared slightly better as they entered the job market in 2013 than did graduates a year earlier.

Master's degree recipients reported slightly higher levels of employment, but the median salary they reported was exactly the same as last year.

About four in 10 of the bachelor's degree recipients reported satisfaction with their jobs — the same ratio as a year earlier — and half reported being "very committed" to their jobs, again unchanged from a year earlier.

Despite the problems in the job market, two-thirds of the bachelor's degree recipients reported satisfaction with their career choice, six out of 10 said they were prepared for the job market, and seven in 10 reported that their college coursework provided the skills needed in today's workplace.

Those assessments also were unchanged from a year earlier.

One thing did change. Bachelor's degree recipients were less likely to report reading a daily newspaper or a magazine, more likely to have read news on a mobile device and more likely to have viewed video online than a year earlier.

These are the key findings of the *2013 Annual Survey of Journalism & Mass Communication Graduates*, conducted each year to track the experiences of a probability sample of spring graduates of U.S. journalism and mass communication programs.

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AEJMC Goes to San Francisco

Mark your calendars now for AEJMC's 2015 San Francisco Conference, "Global Bridges," scheduled for **Thursday, August 6, through Sunday, August 9**. Pre-conference day is **Wednesday, August 5**.

Headquarters hotel is the Marriott San Francisco Marquis; special hotel rate info and microsite will be available late January 2015.



Hawaii Pacific University student Marc Goetti of Switzerland won national first place in the 2015 AEJMC Conference logo design competition.

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FROM THE PRESIDENT



By Elizabeth Toth
2014-15 AEJMC President
University of Maryland

“Global Bridges”

All journalism and communication are global!

With the success of the AEJMC Montreal Conference behind us, I hope that you'll put “Global Bridges,” the 2015 San Francisco conference theme, in your sights.

Global Bridges means to bring together our knowledge about and interests in how journalism and communication are shaping and being shaped by a global world.

AEJMC as a community of scholars has always been interested in international journalism and communication. Through travel and invaluable interactions with international colleagues and graduate students, AEJMC members have learned first-hand about how new practices of journalism and communication are before us because of networked technologies, changing business models and an international discourse.

However in the last three years, your AEJMC Board has been working to bring new discussions of how AEJMC can position itself in the twenty-first century to become even more fully integrated into a global world.

AEJMC Board officers Kyu Ho Youm, Paula Poindexter and I represented AEJMC at the 2013 World Journalism Education Congress held in Mechelen, Belgium. We met journalism and communication professors from literally all over the world. We learned first-hand how rich and varied were their journalism and communication perspectives.

In Montreal, the AEJMC Board received the final report from a two-year Task Force on AEJMC in the Global Century. Former AEJMC President Kyu Ho Youm appointed a blue-ribbon panel, chaired by former AEJMC President Charles Self, to offer the association recommendations to better position AEJMC in a highly interconnected global environment. The Task Force made several recommendations, priorities for action, and suggested details for implementation. In response, I will be working with an ad hoc committee this year to survey AEJMC members' opinions about many of the Task Force's recommendations.

Over the past two years, under the leadership of Paula Poindexter and co-chair Ingrid Bachmann of Pontificia Universidad Catolica, the AEJMC Board has approved having a first AEJMC international regional conference in Santiago, Chile, on Oct. 15-17, 2015. I hope that you'll consider submitting research papers, panel proposals and workshop ideas to take advantage of this amazing opportunity to meet and share scholarship with Latin American educators and professionals.

The Global Bridges theme encourages even more ambitious and imaginative ideas from our divisions and special interest groups who have already submitted conference panels and program ideas to the Council of Divisions, in preparing for the November virtual scheduling of time slots for our San Francisco meeting.

Two additional ideas that I will be working on this year have global bridges meaning for me. One is the step that the AEJMC Board will be taking to think more globally about our stewardship of AEJMC reserves. We are working with a local Columbia, SC, investment firm to move beyond the use of certificates of deposit that have very limited financial return to a more long-term investment strategy.

The AEJMC Board will be taking the next step to create a position statement for the investment of reserves so that AEJMC will have the funds it needs for future still-to-be-imagined ideas for membership services.

“... AEJMC as a community of scholars has always been interested in international journalism and communication.”

Second, through a partnership with the Association for Schools of Journalism and Mass Communication, the AEJMC Board is set to re-launch as the Institute for Diversity in Leadership for Journalism and Communication, the former JLID program that so successfully created bridges for AEJMC members of color and women members who aspire to be university administrators. The institute's goal is to create more diverse academic leadership so that our students will experience leadership that looks like the multi-cultural society that they will be entering as journalism and communication professionals. A steering committee is at work to field the first class in San Francisco of the Institute for Diverse Leadership in Journalism and Communication.

Global Bridges proposes to bring new discussions to San Francisco of how international, intergroup and cross-cultural our scholarship, teaching, and professional freedom and responsibility interests are. Set your sights on a 2015 San Francisco Conference emphasizing how many connections we have to developing global understandings and partnerships and focused on the sharing of knowledge; and of how AEJMC is positioning itself in the 21st century to become even more a participant in global journalism and communication discourse.

2014-15 President's Appointments Announced

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Caryl A. Cooper, Alabama; **Carol Pardun**, South Carolina; **Don Grady**, Elon; **Tim Gleason**, Oregon

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the editor's views or the association's policies.

First National News Engagement Day a Success

By Paula Poindexter, chair of National News Engagement Day and 2013-14 AEJMC president

At the National Press Club in Washington, D.C., Sept. 23 when we announced plans for the first-ever National News Engagement Day and released the first AEJMC Poll on Public Attitudes Toward the Press, I posed the question: Why National News Engagement Day and why now? I responded by saying: "We cannot continue to sit on the sidelines and do nothing about the public's declining interest in news."

And that's why Tuesday, Oct. 7, 2014, is now part of AEJMC's storied history. In 46 states, the District of Columbia, and at least seven countries, we did something about the public's decreasing appetite for news.

NBC Network News Anchor Brian Williams explained in a video message why our goals for National News Engagement Day were "vitally important" and "essential for a healthy democracy." In honor of National News Engagement Day, *The New York Times* made its "NYT Now" mobile app free to everyone for one week beginning Oct. 7. The governors of New Hampshire and Louisiana and the mayor of New Orleans proclaimed Oct. 7 National News Engagement Day.

Journalism organizations, including SPJ, ASNE, RTDNA, and the American Copy Editors Society, endorsed National News Engagement Day. Broadcast journalists across Gannett's 48 U.S. television stations used National News Engagement Day to kick off their month-long "Social Media Tuesday initiative" to enhance social media use to engage their audiences and make news a "true conversation." And the board of directors of JEA, the largest professional organization for scholastic media advisers and journalism teachers, unanimously supported this day set aside to celebrate engaging with news.

Over two dozen news stories and interviews about National News Engagement Day were published or broadcast. And NNED activities were shared using Twitter, Pinterest, YouTube and Facebook. And, perhaps, more than any other day in history, engagement with news was talked about, tweeted about and celebrated on college campuses, in classrooms, auditoriums, hallways, elevators, coffee houses and newsrooms.

In New Hampshire, the state that holds the first presidential primary, Kristen Nevius, director of The Marlin Fitzwater Center for Communication at Franklin Pierce University, organized news engagement activities throughout the state with schools, politicians, media and even an extended daycare center that published its first newspaper for kids in kindergarten through fifth grade.

Mindful of the loss of the availability of news during and following Hurricane Katrina, Sonya Duhé, director of the School of

Mass Communication at Loyola University, New Orleans, developed a plan for engagement with news throughout New Orleans for not just one day but throughout the year. A centerpiece of their year-long focus on news is an app they created to encourage students to regularly engage with news.

In Washington, D.C., at American University, John Watson, director of the Journalism Division of the School of Communication, thought gaming would be the perfect vehicle for engaging students with news so he created "The News Games," a campus-wide currents events quiz competition with prizes and "Jeopardy"-like questions, including video questions asked by journalists and the university's president.

As part of the first National News Engagement Day, we also polled the public to establish a baseline for news engagement and attitudes about the press. Compared to a classic 1964 *Journalism Quarterly* study

which found 87% of adults engaged with news by reading newspapers

regularly, the AEJMC Poll found only 57% of adults engaged with news seven days a week and when asked about purposely seeking news, that percentage dropped to 44%.

The Poll also found 51% of the public gave the press a grade of "C" or below for its news coverage. When asked about news coverage of the most important problem, 60% said the press deserved a grade of "C," "D," or "F." Some of the reason for the less than stellar grades may be due to the fact that over a quarter of poll participants (28%) strongly felt that news organizations were more concerned about being first than being right. These poll results which are posted at newsengagement.org should be a wake-up call and reminder that National News Engagement Day must be about more than engaging with news. It must also help the public better understand journalism's role and principles as well as the benefits of engaging with news and being informed.

Now that the first National News Engagement Day is part of AEJMC's history, let's mark our calendars for Tuesday, Oct. 6, 2015, when we will once again do as NBC news anchor Brian Williams so eloquently stated in his video message: "Lift up and celebrate the value of news and the importance of being engaged in this world we live in."



University of Oklahoma Is Host for Midwinter Conference

The AEJMC Midwinter Conference is an annual forum for the presentation of research and debate in areas relevant to the 10 AEJMC groups (divisions, interest groups and commissions) sponsoring the event. The conference provides a platform for presentations and extended discussions in a relaxed setting.

The upcoming conference is scheduled for March 6-7, 2015, at the Gaylord College of Journalism and Mass Communication (University of Oklahoma) in Norman, OK. Conference participants will be able to enjoy the college's teaching and research state-of-the-art facilities, as well as many winter diversions outside the conference activities, including world-class museums and art galleries.

Paper abstract submissions: Authors are invited to submit research paper abstracts of between **600 and 800 words** (word count excludes author information and references). Abstracts should give a clear sense of relevant literature, research objectives, methodological approach, stage of research project (conceptual, data gathering, data interpreting), findings and conclusions.

Submissions should be made by email to the midwinter chair (from the list below) of the group authors wish to submit to. Note that authors can submit any specific paper abstract to only **one** participating group — submitting the same paper abstract to several groups will result in disqualification and withdrawal from the review process. **Do not submit full papers.**

Authors of accepted papers will be notified by mid-January 2015. Papers presented at the midwinter conference are also eligible for presentation at the AEJMC national conference in August. Authors are encouraged to use the midwinter conference as an opportunity to get feedback on their research to improve and finalize it for submission to the national conference.

Authors of accepted abstracts must submit complete papers (not exceeding 30 pages) to the discussant of their conference session at least two weeks before the midwinter conference. The midwinter chair for the relevant group will send authors the names and contact details of the discussant for their session.

At least one author of each accepted paper must register and attend the conference to present the paper. **Failure to register by the deadline will result in authors' names and papers being removed from the program. NO onsite registration will be available.**

Panel submissions: The organizers are also inviting panel proposals. These proposals should be sent to the midwinter chair of the particular division or group they wish to present the panel to. Panel submissions should include the panel title, a description of the session's focus, the issues to be discussed, and a list of panelists (potential and confirmed), including affiliation. Panel proposals should not exceed two double-spaced pages.

Submission format: All submissions (for paper abstracts and panels) should include the name(s) of the author(s) or panel organizer(s) **on the title page only**. The title page should also include the author or lead author's (or organizer's) mailing address, telephone number and email address. The title should be on the first page of the text and on running heads on each page of text. Authors should email their abstracts or proposals as attachments (saved with the author's last name as file name) in a standard word-processing format (preferably Word or RTF) to the relevant midwinter chair. Authors must ensure that they remove any identifying information from their document (with the exception of the title page).

Deadline: All submissions should reach the appropriate group's midwinter chair by noon **Dec. 1**.

The University of Oklahoma is located in Norman, 20 miles south of Oklahoma City, with easy access to the Will Rogers World Airport. Details on conference registration, hotel accommodations and airport transportation will be available at <http://www.ou.edu/gaylord>.

For more information, please contact Elanie Steyn, Conference Site Host (elanie@ou.edu).

AEJMC 2015 Midwinter Chairs

Communication Technology Division

Jessica E. Smith
(jessica.smith@acu.edu)

Commission on the Status of Women

Candi Carter Olson
(ccartero@gmail.com)

Cultural and Critical Studies Division

Madeleine Esch
(madeleine.esch@salve.edu)

Entertainment Studies Interest Group

Amy Carwile
(acarwile@tamut.edu)

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Ammina Kothari
(ammina.kothari@rit.edu)

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Kelly Kaufhold (kellykaufhold@gmail.com)

Media Management and Economics Division

Charlene Simmons
(Charlene-Simmons@utc.edu)

Minorities and Communication Division

Riva Brown
(rrbrown@uca.edu)

Participatory Journalism Interest Group (PJIG)

Anne Hoag
(amh13@psu.edu)

Visual Communication Division

Matt Haught
(mjhaught@gmail.com)

Submit Nominations Now for Equity & Diversity Award

AEJMC is seeking nominations (*applications and self-nominations are welcome*) for the 2015 AEJMC Equity & Diversity Award, which recognizes journalism and mass communication academic units that are working toward, and have attained measurable success, in increasing equity and diversity among their faculty.

The unit must display progress and innovation in racial, gender, and ethnic equality and diversity during the previous three years. Specifically, units will be evaluated for progress and innovation in racial, gender, and ethnic equity and diversity.

Previous recipients of the AEJMC Equity & Diversity Award are Iowa State University's Greenlee School of Journalism and Communication (2014), Penn State College of Communications (2013), University of Southern California's Annenberg School of Journalism (2012), Texas State University School of Journalism and Mass Communication (2011), Elon University's School of Communications (2010), and Louisiana State University'sanship School of Mass Communication (2009).



The 2015 AEJMC Equity & Diversity Award will be presented during the 2015 AEJMC Conference (August 5-9, 2015) at the Downtown San Francisco Marriott Marquis Hotel in San Francisco. The AEJMC president also will travel to the winning academic unit during the 2015-2016 academic year to make an on-campus presentation of the award.

The AEJMC Equity & Diversity Award selection committee will evaluate efforts over the past three years in the following areas:

1) Hiring and Recruitment: The academic unit illustrates efforts in recruiting or hiring qualified faculty from groups historically underrepresented in U.S. academia and/or from groups that reflect the communities that the unit serves. Evidence should include changes in salary levels and hiring packages.

2) Status of Current Faculty: The academic unit illustrates equitable representation among full-time and part-time faculty that include groups historically underrepresented in U.S. academia and/or groups that reflect the communities that the unit serves. Evidence should include retention efforts, recent tenure and promotion rates, mentoring; and faculty participation in service/activities.

3) Climate: The academic unit illustrates a supportive climate. The unit strives to be free of discrimination. Evidence should include curriculum and programming; faculty/student perceptions; and decreasing number of grievances.

4) Institutionally Embedded Support: The academic unit offers formal support for equity and diversity initiatives. Evidence should include mentorship activities and graduate student support.

5) Other initiatives to foster diversity: The academic unit has initiated other diversity efforts not listed above. Evidence should include specific details of such initiatives.

Applications may be submitted by any AEJMC or ASJMC member, by any faculty member within the nominated unit, or by the head of the nominated unit. The following application materials are required:

- a) A cover letter or emailed text that includes contact person's name, phone numbers and email address; title and address of nominated unit and institution; and name and title of unit's head.
- b) A completed EDA Demographics Form that provides a description of the unit's faculty and students, its degrees conferred, and other information. The form is available on the AEJMC website at www.aejmc.org.
- c) An attached narrative, not to exceed four (4) double-spaced pages, which describes the equity and diversity efforts of the academic unit. The narrative might include goals, actions, steps and outcomes toward achieving a work environment that promotes equity and diversity.
- d) A letter from the unit head acknowledging nomination.
- e) Two (2) additional letters of support/recommendation.

Applications may include additional materials, such as description of specific institutional policies or legislation outlining diversity opportunities or barriers, and documentation of other awards received.

Complete applications MUST BE COLLATED into ONE DIGITAL FILE and sent as an email attachment to **Dr. Hong Cheng** (Virginia Commonwealth University) at hcheng2@vcu.edu. Mention "AEJMC_diversity" in the subject line of your email submission. Only emailed applications will be accepted. Applications that are incomplete will not be considered.

The application deadline is 5 PM (EST), Feb. 15, 2015. Late applications will be included in next year's competition. Please address any questions to **Dr. Hong Cheng**, Professor and Director, Richard T. Robertson School of Media and Culture, Virginia Commonwealth University, Richmond, VA 23284-2034, USA, email: hcheng2@vcu.edu and tel. 804-828-2660.

The committee reserves the right not to present an award in any given year.

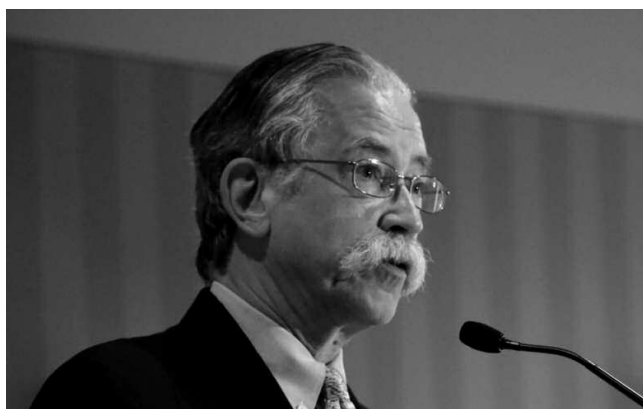
2014 Award Winners Recognized during AEJMC's Business Meeting at Montreal Conference



Marilyn Kern Foxworth, Kern Foxworth International, received the 2014 Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education.



Jenny Korn, Harvard, received the 2014 Lionel C. Barrow Scholarship Award.



Daniel Riffe, North Carolina, received the 2014 Eleanor Blum Distinguished Service to Research Award.



Scott Parrott, Alabama, received the 2014 Nafziger-White-Salwen Dissertation Award.



Don W. Stacks, Miami, received the 2014 Dorothy Bowles Public Service Award.



Yan Jin, Georgia, received the 2014 Hillier Krieghbaum Under-40 Award.

History Division Announces 31st Covert Award Competition

AEJMC's History Division announces the 31st annual competition for the Covert Award in Mass Communication History.

The \$500 award will be presented to the author of the best mass communication history article or essay published in 2014. Book chapters in edited collections also may be nominated.

Nominations, including seven copies of the article nominated, should be sent by **March 1, 2015**, to

Nancy L. Roberts
Chair Covert Award Committee
Communication Department
University at Albany
1400 Washington Ave., SS-351
Albany, NY 12222
nroberts@albany.edu

Michael Sweeney, Ohio, and Patrick Washburn, Ohio, won the 2014 Covert Award for their monograph entitled "'Ain't Justice Wonderful': *The Chicago Tribune*, Its Battle of Midway Story, and the Government's Attempt at an Espionage Indictment in 1942," which appeared in the March 2014 issue of *Journalism & Communication Monographs*.

The award was endowed by the late Catherine L. Covert, professor of public communications at Syracuse University and former head of the History Division.

For further information, contact Roberts at nroberts@albany.edu.

History Division Seeks Entries for Best JMC History Book

AEJMC's History Division is soliciting entries for its award for the best journalism and mass communication history book of 2014.

The award is given annually, and the winning author will receive a plaque and a cash prize at the August 2015 AEJMC conference in San Francisco. The competition is open to any author of a relevant history book regardless of whether he or she belongs to AEJMC or the History Division. Authorship is defined as the person or persons who wrote the book, not just edited it.

Only those books with a 2014 copyright date will be accepted. Compilations, anthologies, articles, and monographs will be excluded because they qualify for the Covert Award, another AEJMC History Division competition detailed above.

Entries must be received by **Feb. 6, 2015**. Submit four copies of each book — along with the author's mailing address, telephone number and email address — to:

John P. Ferré
AEJMC History Book Award Chair
Department of Communication
310 Strickler Hall
University of Louisville
Louisville, KY 40292

Jinx Coleman Broussard, Louisiana State, won the award last year for her book *African American Foreign Correspondents: A History*, which detailed the history of black participation in international newsgathering.

For further information, contact Ferré at 502-852-8167 or ferre@louisville.edu.

AEJMC Members Receive Complimentary Online Journal Subscriptions

Did you know current AEJMC members (except retired members who pay no dues) receive complimentary online subscriptions to *Journalism & Mass Communication Quarterly* (JMCQ), *Journalism & Mass Communication Educator* (JMCE), and *Journalism & Communication Monographs* (JCM) as a benefit of membership?

By activating your subscription online, you can:

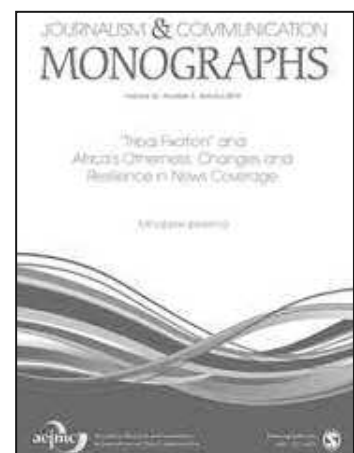
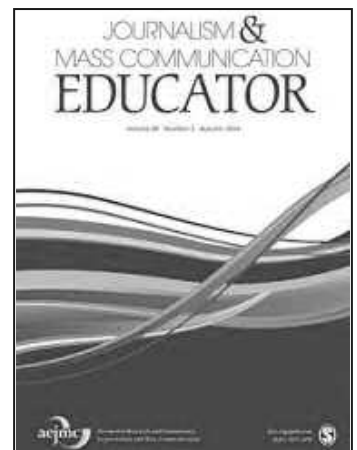
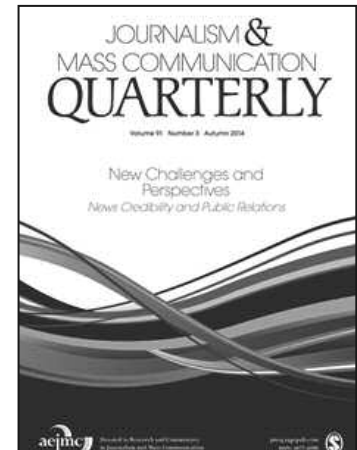
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- Read articles online through their journals' websites
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- Get online access of the forthcoming articles before they're published in print.

You can access the AEJMC journals on the SAGE Journals platform by following the instructions below. Once activated, you will be able to view all articles and search online issues. You do need your member number to activate your subscription.

- 1) Go to the SAGE Journals Subscription Activation page:
<http://online.sagepub.com/site/misc/societies.xhtml>
- 2) Select "Activate Your Member Subscription" and then enter your AEJMC member number in the field provided.
- 3) Select "Association for Education in Journalism & Mass Communication (AEJMC)" from the drop-down menu list.
- 4) Click "Submit" and follow the prompts on the screen.
- 5) On the "Instructions" page, check your personal data and enter a username* and password* (be sure to write down your selections so you can access your journals in the future).
- 6) Click "Submit" to confirm the activation.
- 7) Once complete, return to the journal pages of *Journalism & Mass Communication Quarterly*, *Journalism & Mass Communication Educator*, and *Journalism & Communication Monographs* and begin accessing content.

*If you forget your username or password, please visit <http://online.sagepub.com/cgi/renamepwd>.

Make sure to activate your AEJMC online journal subscription to start reading *Journalism & Mass Communication Quarterly*, *Journalism & Mass Communication Educator*, and *Journalism & Communication Monographs* today!



Nominate Now for Lionel Barrow Award

Nominations are now being sought for the 2015 Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education.

This award, jointly supported by the Minorities & Communication (MAC) Division and the Commission on the Status of Minorities (CSM), recognizes outstanding individual accomplishment and leadership in diversity efforts for underrepresented groups by race and ethnicity, in journalism and mass communication.

The late Dr. Lionel (Lee) C. Barrow, Jr. was a long-time AEJMC member who provided key leadership and guidance to the association during his many years of service. As a member of AEJMC, Lee pioneered and founded in 1968 the Ad Hoc Committee on Minority Education in an effort to recruit, train and place minorities in communications. In 1970, he founded and became the acting head of the Minorities & Communication Division. The Communication Theory and Methodology Division renamed its diversity scholarship after Lee in 1997, the same year he received the AEJMC Presidential Award for his contributions. In 2005, he was recognized with one of AEJMC's highest honors, the Distinguished Service Award, for his outstanding service in promoting diversity within the association and the discipline.

Nominees should be a JMC educator with a long record of diversity-related work, but do not have to be AEJMC members at the time of their application, and self-nominations are welcome. A monetary award accompanies this prize, and the winner will receive a complimentary, one-year membership to AEJMC. The award will be presented during AEJMC's San Francisco Conference.

Nominees will be judged by their outstanding contributions in ONE of the three following areas: (1) a sustained record over time of publication on racial and ethnic minorities in journalism and mass communication; and/or (2) a sustained record over time of contribution to teaching and service of racial and ethnic minorities in journalism and mass communication; and/or (3) the publication of an impactful book on racial and ethnic minorities in journalism and mass communication.

Nomination packets should contain the following:

- a letter from an AEJMC member on letterhead naming the specific area of the contribution (see above) and then describing in detail the candidate's contributions to diversity in that area, and one additional letter of support from a colleague (on or off campus) who is also an AEJMC member. All nominees, including those who are self-nominated, will provide a total of two (2) letters;
- the nominee's personal statement (350 words);
- a three-page CV outlining information pertinent to the nomination;
- additional materials might include (but are not limited to) abstracts of research findings, professional papers and published articles (no more than five total), text of a speech delivered or prepared for delivery, course outlines, innovative teaching tools, teaching evaluations and citations or other recognition pertaining to the nominee.

The entire nomination packet should be combined into one file and be no longer than 13 pages (including the additional materials). Applications that exceed this length will be disqualified. Entries should be received by **11:59 PM (EST), Feb. 1, 2015**, via email to aejmchq@aol.com. The recipient will be announced by mid-April.

Deutschmann Award Recognizes 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. It serves as the AEJMC Research Award, recognizing the top scholars in the organization who have a major impact on research during their career.

The Deutschmann Award is not necessarily given every year, but nominations received by **Dec. 15** will be considered for a 2015 award. Nomination packets should include a letter describing the ways that the nominee's contributions shaped the mass communication field, focusing on how the nominee has impacted the specific area of his/her research and the broad field of mass communication. The AEJMC Standing Committee on Research encourages the consideration and nomination of diverse candidates for this award.

In addition, the nomination packet should include the nominee's C.V. and 8-10 letters of support 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 and influence.

Recent recipients include 2013 Lee Becker, Georgia; 2011 Sharon Dunwoody, Wisconsin-Madison; 2010 Stephen Lacy, Michigan State; 2009 David Weaver, Indiana; 2007 Guido H. Stempel, III, Ohio; and 2005 Donald L. Shaw, North Carolina at Chapel Hill.

Nomination letters and packets for the Deutschmann Award should be sent to Cory Armstrong, Mayborn School of Journalism, University of North Texas, 1155 Union Circle #311460, Denton, TX 76203-5017.

Please direct any questions to Armstrong at 940-565-3757 or cory.armstrong@unt.edu.

Conference Papers Again Eligible for News Audience Research Award

The News Audience Research Paper Award is an effort to encourage more research and discussion on the audience for news. Accepted 2015 AEJMC papers that have researched some aspect of the news audience are automatically eligible to be reviewed by a specially appointed committee for this award. Cash prizes in the amount of \$500, \$300 and \$100 will be given to the first-, second- and third-place winners at the AEJMC Business Meeting in San Francisco.

There is no separate submission process for this award. Papers on this topic should be submitted to whatever division or interest group is the best fit for the paper. After the review process has been completed by each group, accepted papers will then go through a separate review process for this award.

Eligibility. Research papers eligible for this award should use audience-focused methodologies to provide insight about news audience engagement, attitudes, uses and gratifications, avoidances, socialization, etc. They may focus on news audiences in general, news audiences by platform, content or mobile device, news audiences defined by race, ethnicity, gender, generation, ideology, or other social characteristic. New models and theories to provide insight into the audience for news are encouraged. Although not required, authors are urged to include “news audience” in their conference paper key words to make accepted AEJMC papers easier to identify for peer review.

Background. This award was created by Paula Poindexter, 2013-14 AEJMC president. In its first year, the special committee reviewed 16 papers on the news audience and made four awards. This award complements Poindexter’s presidential initiative, National News Engagement Day. The award will also help strengthen one component of AEJMC’s mission: contributing to an informed society.

Questions can be directed to Poindexter at paula.poindexter@austin.utexas.edu.

Dissertations Eligible for Research Committee Award

AEJMC's Standing Committee on Research seeks nominations for its Nafziger-White-Salwen Dissertation Award.

The award recognizes the best Ph.D. dissertation in the field of mass communication research and includes a monetary prize. Dissertations are eligible if successfully defended between Sept. 1, 2013, and Aug. 31, 2014. The Committee reserves the right to not grant the award in any given year.

How to nominate:

(1) Nominations must be made by the dissertation adviser/director or by a senior administrator (dean, director, or chair) of the doctoral-degree granting unit. Students may NOT nominate their own dissertation.

(2) The nomination package includes 4 items: (1) the nominator's cover letter, (2) an 8-10 page abstract summarizing the dissertation, (3) a PDF of the dissertation, and (4) the nominee's CV.

(3) The nomination letters, abstracts, dissertations and CVs must be submitted electronically as email attachments on or before **11:59 PM (Central), Jan. 20, 2015.**

All four (4) items must be delivered electronically by the deadline to qualify for consideration.

(a) Acknowledgements and other information that might identify the author, the adviser, or the university must be removed from the dissertation PDF and the abstract. This includes references to the university where the dissertation was written that may appear in the text. Submissions containing identifying information in these files may be disqualified.

(b) The full dissertation must be submitted in ONE, single PDF file.

(c) A separate file comprising an extended (blind) 8-10 page abstract summarizing the dissertation must be submitted in ONE file (PDF or DOC). The abstract should be organized as follows with subheadings: (1) Introduction and problem statement; (2) Theoretical framework and key elements of previous research; (3) Method; (4) Findings; (5) Conclusion and discussion; (6) Statement of importance to the field.

Nominees may wish to refer to the judging criteria when writing their abstracts. Those criteria are listed here:

http://www.aejmc.org/home/wp-content/uploads/2013/01/2014-scoring_criteria.pdf

(d) The nomination letter must include the nominee's name, dissertation title, and university affiliation.

(e) “NWS Dissertation Award [insert nominee's last name]” must be used as the subject header for any and all correspondence in relation to the award.

(f) Submissions will be acknowledged by email within 24 hours.

(g) The nomination letter should be submitted electronically by the nominator. All other materials should be submitted by the nominee.

(h) Non-electronic methods of submission (facsimile, standard mail, courier) are not available or acceptable.

Send nominations and direct questions to David D. Perlmutter, Professor and Dean, College of Media & Communication, Texas Tech University, tel. 806-742-3382, email david.perlmutter@ttu.edu. Email is the preferred method of communication.

The award is named for Ralph O. Nafziger and David Manning White, authors of *Introduction to Mass Communication Research*, and Michael Salwen, coauthor of *An Integrated Approach to Communication Theory and Research*.

TEACHING TIPS CORNER



By Catherine Cassara
AEJMC Standing Committee on Teaching
Associate Professor
School of Media & Communication
Bowling Green State University
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Using Research to Improve Teaching Skills

Some of the most telling lessons I have learned about teaching have come from the findings of other scholars' research listening to students.

I am thinking about these studies particularly now because I was reminded how reluctant we are to listen to our students as members of my university faculty learning community were brainstorming topics for the year.

Our community's focus is learning technologies and I suggested we might get student input. By the time all the topics were listed on the board, mine was not because "we have grad students in the learning community," the facilitator said. We do have graduate students and they are very nice people who are already in the classroom our side of the student/teacher divide when it comes to discovering how students view what succeeds or fails in the classroom.

Since teaching "assessment measures"—however they are envisioned—can only be operationalized according to our teacherly understandings of how class dynamics work, they cannot measure things if we do not we address things we do not comprehend. We cannot listen to students or find out what's there unless we are asking if other researchers have already taken it on.

Two particular threads of research have rocked my world. The first showed up as a reading assignment in a faculty learning community I participated in several years ago. Another study showed up when a graduate student brought in an article about grading writing as part of a weekly assignment in a media & communication pedagogy course I teach. I will tackle them in this order.

The Project Information Literacy surveys of undergrads on 200 campuses are always insightful, but the one that had the most impact on me was the 2009 report, where students told researchers they found library research "daunting." They reported that because they did not understand the assignment and did not know where to start, they put off their work until the night before the paper was due. (In addition to surveying the students, the researchers review the assignments they received, but that's another story.)

"Many students reported that they often had little or no idea how to choose, define, and limit the scope of a topic found

in the library," the PLI researchers recounted. As a result, students reported that Wikipedia served as a unique and indispensable source because it helped them obtain both the big picture on their topics and the vocabulary they needed just to begin a keyword search.

At first I relaxed, thinking that my students were better off because I always make sure they have a training session with a librarian. But, unfortunately, the students told the PLI researchers that going to the library for research training was helpful, but by the time they needed to use the information they could not remember what they had learned.

In one of the later studies, when researchers met with students in focus groups, the students revealed another reason they delayed completing the assignment until the last minute—something that would never have occurred to me. They delay deliberately in order to increase their own interest in and motivation to complete the work. A looming deadline makes an assignment much more interesting.

The research article the doctoral student shared was Still and Koerber's 2010 article from the *Journal of Business and Technical Communication* that studied student reactions to an instructor's comments on written work. In a state-of-the-art lab, the researchers watched, listened to and recorded their student research subjects as they attempted to follow the corrections on a graded assignment in return for a possible better grade.

The students are frustrated by the comments telling them a section is awkward, or marks and lines on the paper that signify something that is not clear; given their frustration, they move on to work on the easier corrections of spelling, grammar and mechanics where it is easy for them to identify what the problem is and fix it. The students were willing to correct what they understood to be the most serious problems with their work; they just did not understand what the instructor wanted.

I encountered that article several years ago. A friend had already told me that students don't read comments so she taped comments, but given that I grade writing, that did not seem possible.

When I grade on paper — AP quizzes, etc. — I try to be neat. For stories and papers, however, I do not grade on paper. I have started grading in Word — using comments, etc. — and I have started using simple rubrics that allow me to write individualized comments. I expect that there is still frustration on the other end, but I hope the typing is an improvement on the scrawl my handwriting turns into when I am tired.

Of course, I had to be careful the first few times I used Word's track changes function, because if I made the changes students had the option of just accepting everything except what I put in comment boxes. But since I always download all the stories or papers just to have them before I start, I knew where they started and what if anything they had done themselves to rewrite which is the point of the rewrite option.

2013 JMC Graduates

Continued from page 1

Survey Methodology

The *Annual Survey of Journalism & Mass Communication Graduates* is designed to monitor the employment rates and salaries of graduates of journalism and mass communication programs in the United States, including Puerto Rico, in the year after graduation. In addition, the survey tracks the curricular activities of those graduates while in college, examines their job-seeking strategies, and provides measures of the professional attitudes and behaviors of the graduates upon completion of their college studies.

Since 1997, the *Annual Survey of Journalism & Mass Communication Graduates* has been conducted in the James M. Cox Jr. Center for International Mass Communication Training and Research at the Grady College of Journalism and Mass Communication, University of Georgia.

Each year a sample of schools is drawn from those listed in the *Journalism & Mass Communication Directory*, published annually by AEJMC, and *The Journalist's Road to Success: A Career Guide*, formerly published and printed by the Dow Jones Newspaper Fund, Inc., and now known as the Dow Jones News Fund and available online. Schools list themselves in the *AEJMC Directory*. All U.S. programs accredited by the Accrediting Council on Education in Journalism and Mass Communications and all U.S. members of the Association of Schools of Journalism and Mass Communication are in the *AEJMC Directory*. To be included in the *News Fund Guide*, the college or university must offer at least 10 courses in news-editorial journalism and those courses must include core courses, such as an introduction to the mass media and press law and ethics, as well as basic skills courses such as reporting and editing. Selection of schools for the sample is probabilistic, so that those chosen represent the population of schools in the two directories. In 2013, 82 schools were drawn from the 480 unique entries of four-year programs in the United States (including Puerto Rico) in the two directories. In addition, in 2013, eight universities opted to have their graduates included in the survey although those universities had not been selected via probabilistic selection. Those eight universities were Iowa State University, Louisiana State University, Loyola University of Chicago, Loyola University of New Orleans, Pennsylvania State University, South Dakota State University, University of Alabama and University of Illinois. Data for those eight universities were kept separate from the data from the schools selected probabilistically and are not part of this report.

Administrators at the selected schools and those that opted in to the study were asked to provide the names and addresses of their spring bachelor's and master's degree recipients as well as a cover letter endorsing the project to be mailed with the questionnaire. The questionnaire was mailed in November 2013 to all spring graduates receiving either a bachelor's or a master's degree from the selected programs. A second questionnaire was sent to nonrespondents in January 2014. A third

mailing was sent in March 2014 to graduates who had not responded to the first two mailings. For the 52 programs that had provided email addresses, the third mailing was followed by an email message as well. Few of those 52 schools provided email addresses for all of their graduates, as many graduates remove their email addresses or refuse to include their email addresses in public files. In addition, in 2013, three programs provided only email addresses, and those graduates received all four waves of solicitation via email. The graduates receiving the mailed survey could return the printed instrument in a self-addressed, postage-paid envelope, or they could complete the instrument online. Those receiving only email solicitations could only complete the form online. All graduates were given a unique password for access to the web survey and could use it only once. The respondents also were told they could win a \$100 Amazon.com gift certificate in a lottery by participating.

The questionnaire asked about the respondent's experiences both while a student and in the months since graduation. Included were questions about university experiences, job-seeking and employment and salary and benefits.

In 2013, the survey was mailed to 9,693 individuals whose names and addresses were provided by the administrators of the 82 programs that made up the probability sample. A total of 1,923 returned the questionnaires by the end of May of 2014. Of the returns, 1,766 were from students who reported they actually had completed their degrees during the April to June 2013 period. The remaining 157 had completed their degrees either before or after the specified period, despite their inclusion in the spring graduation lists, or completed a degree other than a bachelor's or master's degree. A total of 366 questionnaires was returned undelivered and without a forwarding address. Return rate, computed as the number of questionnaires returned divided by the number mailed, was 19.8%. Return rate, computed as the number returned divided by the number mailed minus the bad addresses, was 20.6%.

Of the 1,766 usable questionnaires, 1,596 (90.4%) were from bachelor's degree recipients and 170 were from those who received a master's degree.

The findings summarized in this report are projectable to the estimated 51,929 students who earned bachelor's degrees and the 5,465 students who earned master's degrees in academic year 2012-2013 from the 480 colleges and universities across the United States and Puerto Rico offering programs in journalism and mass communication. Comparisons are made with data gathered in graduate surveys back through 1986. Data on master's degree recipients have been available since 1989.

Sample error for the 2013 undergraduate data is 2.5%. Sample error terms for earlier surveys were ranged from 1.8% (2004) to 3.7% (1988). In all cases, the confidence level is set at .05, meaning that the odds are 19 to 1 that the figures presented in this report are within plus or minus sample error of what would have been obtained had all graduates of journalism and mass communication programs, rather than a sample of these graduates, completed questionnaires. (Sample error, of course, is only one of the sources of error in survey estimates.) Sample error for responses from those receiving master's de-

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2013 JMC Graduates

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gresses in 2013 is 7.5%. In many instances in this report, fewer than the full number of cases is used for inferences. For example, some of the data are based solely on persons working full-time when surveyed. In these cases, error is greater than 2.5%, depending on the actual number of persons for whom data were reported. In addition, many comparisons between subgroups in the sample and between the 2013 and earlier samples are made. Standard statistical tests have been used to evaluate the observed differences, or trends.

Women made up 73.3% of respondents. Members of racial or ethnic minorities made up 20.6% of those returning questionnaires. These sample characteristics are similar to those in recent years. Overall, the sample reflects higher return rates from women and lower return rates from minorities, based on the known characteristics of the 480 schools from which the sample was drawn.

Funding for the 2013 graduate survey was provided by AEJMC, the Association of Schools of Journalism and Mass Communication, the Hearst Corporation, the National Association of Broadcasters, the Newspaper Association of America, the Scripps Howard Foundation, and the Grady College of Journalism and Mass Communication at the University of Georgia.

Employment

The vast majority of graduates of journalism and mass communications programs leave the university with at least one job offer. In 2013, 73.8% of the bachelor's degree recipients from journalism and mass communications programs reported having at least that single offer. The average number of offers held by the graduates was 1.4. Both figures are unchanged from a year earlier.

As was true in 2012, only a small percentage (3.2%) of the bachelor's degree recipients who looked for work in 2013 reported having no job interviews in the time since they started looking for a job. More than nine in 10 of the graduates reported having had at least one in-person interview.

The graduate survey goes into the field on Nov. 1 of each year, so the Oct. 31 date serves as a reference for comparing the level of employment each year. Most bachelor's degree recipients each year report having a full-time job on that date, as **Chart 1** shows. Since 1994, when the Oct. 31 measure was first used, more than half of the graduates reported full-time jobs every year but two. The highest level of employment was reported in 2000, when 71.1% of the bachelor's degree recipients reported full-time work on Oct. 31. The lowest level was in 2009, when less than half of the graduates reported having full-time work at that date. The level of employment has grown from that nadir, and it grew just slightly again in 2013, but the level of change was not enough to rule out sample fluctuation as an explanation.

If those graduates who looked for work alone are considered, the level of change from 2012 to 2013 is clearly insignificant. In 2013, 63.8% of the bachelor's degree recipients reported having a full-time job on Oct. 31, compared with 63.2% a year earlier.

A second measure of employment used in the survey asks graduates if they had a job when they returned the survey instrument. The same percentage of bachelor's degree recipients reporting having a full-time job when they returned the survey instrument in 2013 as a year earlier. The figure was 65.0% in the most recent year. It is possible to examine the responses received across the year. These subsamples may not be probabilistically selected, but they present the best estimate available of the pattern of employment across the time since graduation. The pattern for 2013 graduates provides further evidence that improvements in the labor market have halted. In 2012-13, there was marked evidence of improvement in the job market as the year progressed. No evidence of that movement is present in 2013-14.

An even more discouraging view of the experiences of the journalism and mass communications bachelor's degree recipients comes from a comparison of unemployment rates for journalism and mass communication graduates with unemployment rates for the labor force as a whole and for the age cohort into which the bachelor's degree recipients fall. While unemployment dropped for the labor force as a whole from 2012 to 2013 and for the 20-24-year-old age cohort, it actually increased for the journalism and mass communication bachelor's degree recipients. The unemployment for the journalism graduates, calculated in the same way as it is calculated by the Labor Department, went up from 2012 to 2013. The movement is small and can be attributed to sampling error, but the possibility that it represents a real negative movement is disturbing. The lack of positive movement contrasts with the slight improvements in the labor market overall.

Roughly comparable percentages of the 2013 bachelor's degree recipients with full-time jobs and of those with part-time jobs were in permanent positions as a year earlier. Both full-time and part-time graduates reported lower levels of freelance work, though the declines are small and, in the case of the part-time job holders, possibly attributable to sample fluctuation.

The percentage of graduates holding a job in the professional fields of mass communication in 2013 was 61.4. The figure is up slightly (and within the range expected by chance) from a year earlier. This measure provides further evidence of the lack of positive growth in the labor market for journalism and mass communication graduates. When the market is strong, as it was in 2000, two-thirds of the graduates find and take jobs in their field.

Journalism and mass communication students have different occupational aspirations, as reflected in their sequences or areas of curricular specialization. The job market experiences of news-editorial journalism graduates were consistent in 2013 with their counterparts in 2012. This also was the case for telecommunications graduates and public relations graduates. Advertising graduates, on the other hand, experienced a stronger market in 2013. Across these four groups, telecommu-

nications graduates experienced the most challenging market in 2013, as has been the case historically. News-editorial students found a slightly more positive market, followed by that of public relations graduates and then advertising graduates. The relative position of these four specializations has remained consistent across time.

Female journalism and mass communications bachelor's degree recipients had more success in the job market in 2013 than did men. This has been consistent across time. Women are more likely to pick public relations and advertising than men, who are more likely to be in telecommunications and traditional journalism.

Once again in 2013, journalism and mass communication bachelor's degree recipients who were members of racial and ethnic minority groups reported lower full-time employment rates than did bachelor's degree recipients who were not classified as minorities. The gap was dramatic. What is clear is that minority students suffered more in the job market collapse of 2009 than did nonminority graduates and the market continues to be more difficult for the minority graduates as the very modest recovery progresses. When those graduates who returned to school are included, the picture remains the same. Minority bachelor's degree recipients continue to find it necessary to take jobs outside of the field of communication at a rate that is higher than for nonminority graduates.

The majority of journalism and mass communication bachelor's degree recipients in 2013 reported that their jobs involved writing and editing for the web and using the web for research. The activities are a key part of the work of graduates regardless of the type of employer. Producing content for mobile devices is an increasingly important part of the work of the recent bachelor's degree recipients.

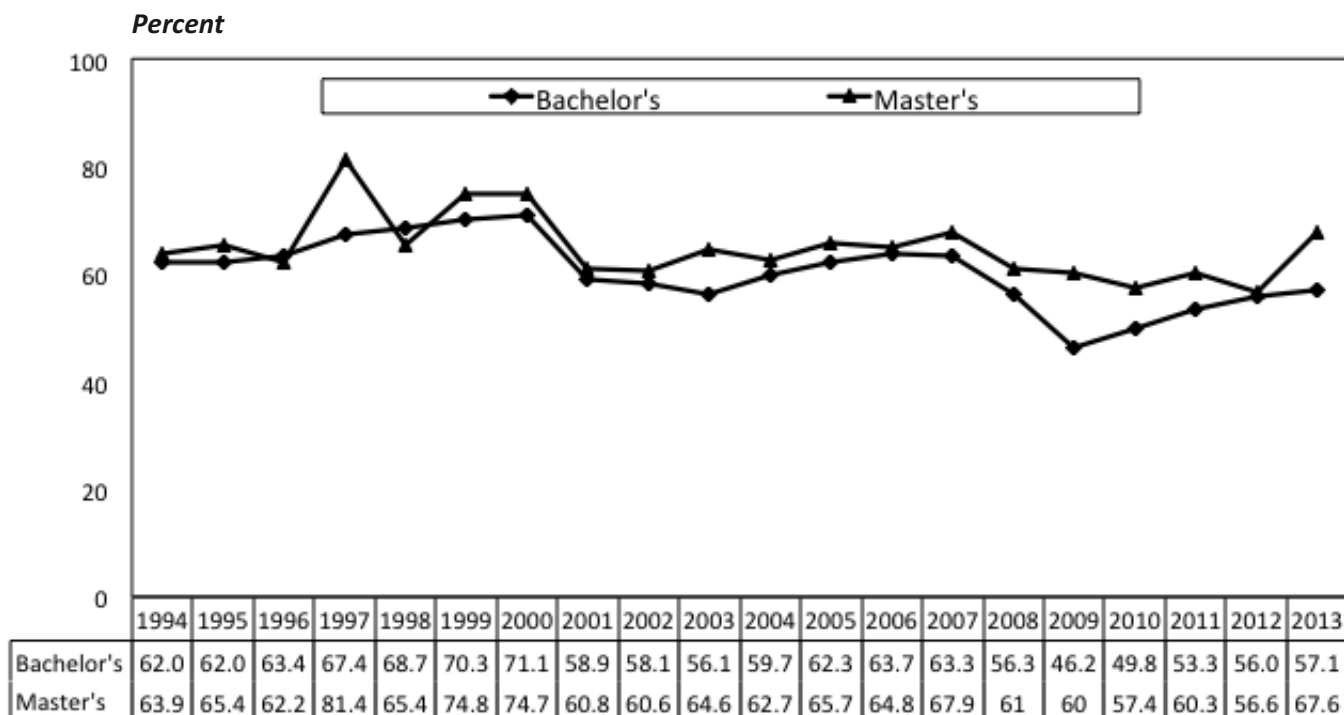
While master's degree recipients from U.S. journalism and mass communication programs were no more likely in 2013 than a year earlier to leave the university with at least one job offer, they were more likely to have a job on the Oct. 31 reference point (**Chart 1**). The improved job market for master's students was one of the few bright spots in the labor market for journalism and mass communication graduates in 2013, and it follows a year in which that market was particularly weak. In 2013, 67.6% of the master's degree recipients reported finding a full-time job by Oct. 31, compared with 56.6% a year earlier. That 2012 figure was down from 60.3% in 2011. And the 2013 full-time employment level of 67.6% is a full 10 points higher than the level of full-time employment for bachelor's degree recipients.

Historically, master's degree recipients have had more success moving into the labor market than bachelor's degree recipients, with 2012 being an exception. Among those 2013 master's degree recipients who actually reported seeking

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Chart 1: Employment Status Oct. 31

Employment Status of Bachelor's and Master's Degree Recipients



Source: *Annual Survey of Journalism & Mass Communication Graduates*

2013 JMC Graduates

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work, 74.7% reported having a full-time job on Oct. 31. The level of full-time employment for master's degree recipients actually was a little lower at the time they returned the survey instrument (70.6%). This likely reflects the outcome of seeking more permanent positions that rewards the master's degree just earned. The 70.6% full-time employment rate is up from 2012 and five points above the level for bachelor's degree recipients.

Compensation

The median annual salary earned by journalism and mass communications bachelor's degree recipients with a full-time job in 2013 was unchanged from a year earlier. The same was the case for journalism and mass communication master's degree recipients. The lack of improvements in salaries in a time of even modest inflation means that, in terms of purchasing power, graduates in 2013 were being compensated less than a year earlier. With 1985 dollars as the base, bachelor's degree recipients in 2013 were earning only \$100 more than in 1987, and master's degree recipients were earning \$1,800 less than in 1989. Mas-

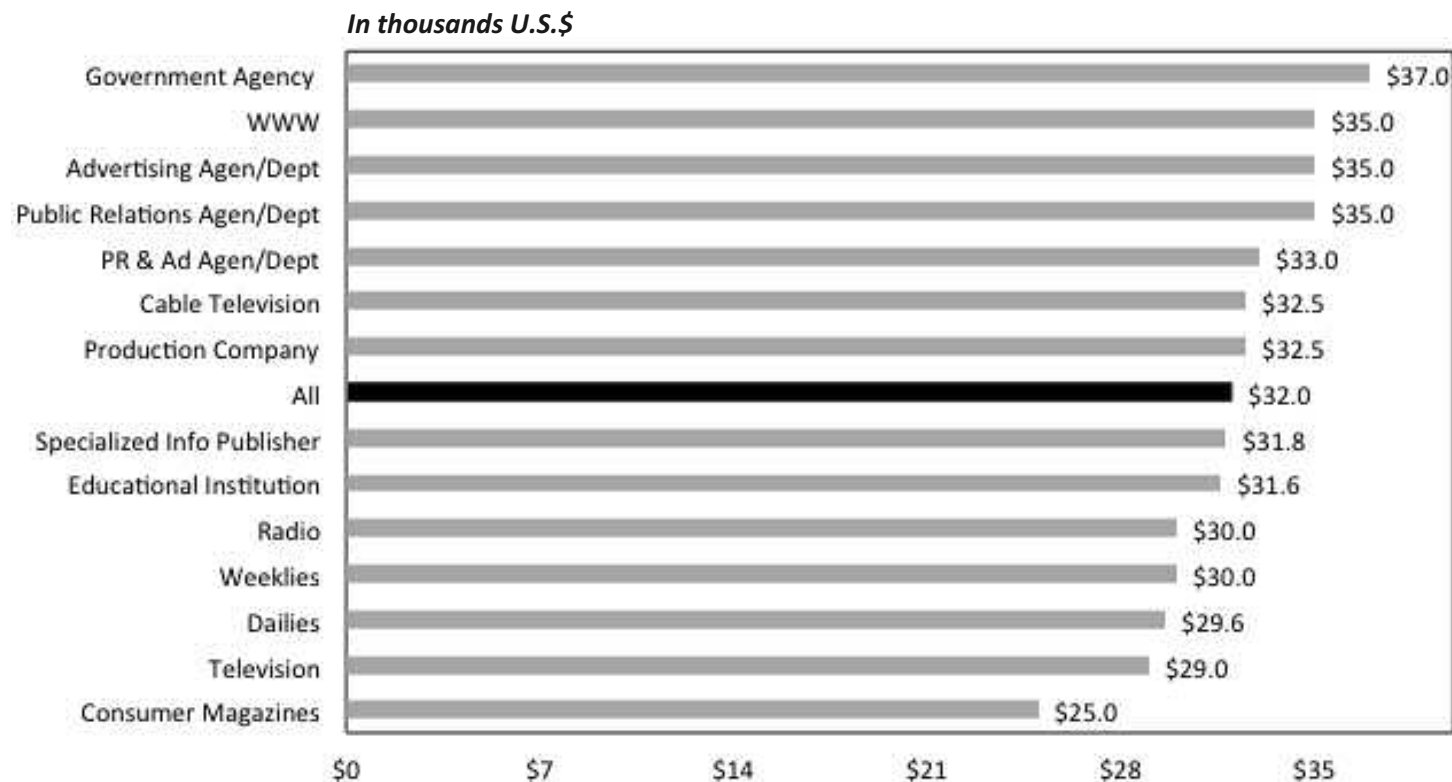
ter's degree recipients were included in the survey for the first time that year.

Bachelor's degree recipients with full-time jobs at daily newspapers earned more in 2013 than in 2012, with the 2013 median at \$29,600. Salaries at weeklies also went up, with the median reported at \$30,000. Bachelor's degree recipients with full-time jobs in radio also reported a median salary of \$30,000 in 2013, down from a year earlier. Television salaries reported increased by \$1,000 over a year earlier to \$29,000. Advertising salaries also increased by \$1,000, with the median reported in 2013 of \$35,000. Public relations salaries increased by \$2,000 in 2013 compared with the 2012 figures. The median for bachelor's degree recipients with full-time jobs in public relations in 2013 was \$35,000.

Chart 2 contains the median salaries reported by bachelor's degree recipients with full-time work in relative terms, across a number of employment segments, a number of which have been included in the survey for shorter periods of time. Graduates with work in a government agency reported the highest median salary, of \$37,000. Salaries above the median also were reported by graduates working for an online publishing company, an advertising agency or department, a public relations agency or department, a combined advertising and PR agency or department, cable television and a production company. Below average salaries were reported by graduates with full-time jobs in specialized information publishing, educa-

Chart 2: Salaries Compared

Median Yearly Salaries for 2013 Bachelor's Degree Recipients with Full-time Jobs



Source: Annual Survey of Journalism & Mass Communication Graduates

tional institutions, radio, weeklies, dailies, television and consumer magazines. Salaries reported by the bachelor's degree recipients in consumer magazines were \$5,000 lower than a year before. Usually graduates in that industry segment report much stronger salaries, with graduates in 2012 reporting a median salary of \$30,000. There has been no growth in median salaries reported by those with full-time jobs in the magazine industry since 2009, indicating a softness in that part of the job market. Graduates who found a full-time job outside the communications field in 2013 reported a median salary of \$30,000.

Salaries vary by region. In 2013, bachelor's degree recipients who found a full-time job in the northeast earned a median salary of \$35,000, or \$3,000 more than overall average received by bachelor's degree recipients. All other areas of the country reported median salaries of \$32,000. The number of graduates who were members of unions was small in 2013, as has been true historically. Those graduates with union jobs earned \$8,500 more than did graduates without union membership. This gap has existed every year but one going back to 1997. Journalism and mass communication bachelor's degree recipients reported, on average, earning \$2,600 in additional income from free-lance work in 2013, as did master's degree recipients. These numbers are lower than a year earlier, with the drop being dramatic for master's degree recipients.

Graduates entering the job market receive benefits beyond simple salary. Graduates are asked to report on a list of nine benefits and indicate whether the employer pays for the benefit entirely or whether the employer pays only part of the costs of the benefit. Graduates in 2013 saw little change in the availability of most of these benefits compared with a year earlier. Basic medical coverage was offered to most graduates. Fewer reported receiving major medical coverage and prescription drug coverage. Disability is available to even fewer. Nearly half reported getting dental coverage, with smaller percentages having life insurance as part of the employment package. About half of the graduates reported having maternity/paternity benefits, but only about one in five has child care as part of the benefits offered. Just fewer than half have a retirement program through their employer. For all of the benefits except maternity/paternity coverage, a larger percentage of the graduates report covering at least a part of the costs than report having full coverage from the employer.

Concluding Comments

The labor market for journalism and mass communication graduates collapsed in 2007, reaching levels of underemployment and unemployment in 2009 that have been unprecedented in the nearly 30 years the graduate survey has been conducted with the current methodology. Since that low point, the market had shown signs of slight improvement, though it had not reached the level of 2007. Now that improvement has stopped. The level of employment of the 2013 graduates is the same as the level of employment of the 2012 graduates. The salaries in 2013 were the same as the salaries in 2012. And the benefits received by the 2013 graduates were the same as the benefits received in 2012.

The only slight bright spot in the market was that the graduates who earned a master's degree in 2013 were slightly more likely to find full-time employment than the graduates who earned a master's degree in 2012. But the salary levels for these graduates were the same in 2013 as they were in 2012.

Minority graduates were hit particularly hard by the recession of 2007, and they continue to find it more difficult to find a job than do graduates who are not members of racial or ethnic minority groups. The minority graduates also are less likely to be able to find a job in the field for which they studied.

Despite the bad job market, graduates gave relatively positive assessments of their university experience. There has been no upswing in the percentages who wish they had not studied journalism and mass communication. Most feel they have been prepared for the job market even though large numbers of them have not been successful in it. Students gave mostly positive assessments of the relevance of their instruction, the faculty who provide it, and the facilities where they studied.

Graduates say they chose their field because they like writing, that their goals, both short-term and long-term, are to find work in the field. In terms of their own media habits, they have turned away from print, as has the population at large. They are more likely to listen to television news and even radio news. And they are particularly likely to read news online and from mobile devices.

The overall picture is that graduates have accepted the difficult labor market, perhaps because their experiences are not so different from those of graduates in other fields. The graduates seem not to have given up on the field or their prospects for careers in it.

James Foley Scholarship to Honor International Photojournalists

In honor of the courageous men and women who risk their lives in order to report from the world's most dangerous places, ieiMedia has established the James Foley Memorial Scholarship in memory of the photojournalist who was tragically executed while covering the war in Syria.

This \$5,000 photojournalism scholarship covers tuition, program fees and meals for participation in the Urbino program jointly sponsored by James Madison University and Iowa State University. The winner will work with two award-winning photojournalists in an experiential program that runs through the month of June 2015. The recipient is responsible for his/her own airfare. To enter the competition, the applicant must submit a link to an online photographic portfolio as well as a short letter (no more than 300 words) explaining why an international reporting experience is important for his/her education. The portfolio should be well organized and show evidence of curiosity about other groups or cultures.

Deadline for submissions: **Feb. 1, 2015.** Apply online at www.ieiMedia.com

NEWS NOTES

Personals

Louise Benjamin, Kansas State University, has been named the associate dean for academic affairs in the College of Arts and Sciences at Kansas State University. Previously she was a professor in the A.Q. Miller School of Journalism and Mass Communications and held the Ross Beach chair in mass communications.

"We are thrilled to have Dr. Benjamin join us in the dean's office," said Peter Dorhout, dean of the College of Arts and Sciences. "She is a recognized scholar whom we are pleased to have lead our academic affairs activities — she will build on the momentum we have gained on our path toward Vision 2025."

Benjamin joined the faculty at Kansas State in 2008. In 2012, she served as the interim director of the Miller School. Before coming to K-State, she taught at Indiana University and the University of Georgia. While at the University of Georgia, she served as the associate director and interim director of the George Foster Peabody Awards. She has had leadership roles in several academic communication associations, including AEJMC, the International Communication Association, the National Communication Association and the Broadcast Education Association. Before entering academe, she was a director/producer for WHO-TV in Des Moines, IA.

Benjamin received her doctorate in mass communications from the University of Iowa in December 1985 and has published two books and numerous articles on the history of electronic media. Her book, *Freedom of the Air and the Public Interest: First Amendment Rights in Broadcasting to 1935*, received the Franklyn Haiman Award for Distinguished Scholarship in Freedom of Expression from the National Communication Association.

Nancy Benson, University of Illinois, has been named to the J. William Fulbright

Specialist Roster. The Fulbright Specialist program promotes linkages by matching U.S. scholars with professional counterparts at institutions and universities overseas. For nearly 15 years Benson has been advising journalism programs on curriculum development and working with broadcast stations to encourage professional development. Benson also teaches an international reporting course that takes University of Illinois journalism students abroad to deepen their understanding of global affairs.

Being named to the Fulbright Roster is a competitive, peer reviewed process that speaks to Benson's deep interest and extensive experience in furthering journalism practice and ethics, most especially in the developing world. Benson will remain on the roster for five years.

Corley Dennison, former dean of journalism at Marshall University, has been named Vice Chancellor for Academic Affairs at the West Virginia Higher Education Policy Commission. Dennison served as dean at Marshall from 2004 to 2012 where he was active in AEJMC, ASJMC and ACEJMC, and was a charter fellow in the ASJMC Leadership Institute. In 2012, he was named as associate vice president for academic affairs at Marshall University. Dennison's appointment as vice chancellor became effective Aug. 18.

Jacob Groshek, Boston University, has been appointed assistant professor in the Division of Emerging Media Studies (DEMS). Groshek came to BU following a visiting scholar appointment at the Institute for Advanced Study in Toulouse, France, where he further developed his research into data mining public sentiment presented in social media. Established in the fall of 2012, the Division of Emerging Media Studies explores the consequences of emerging media and technologies for users and society.

Along with teaching courses on digital research methods, big data and visualizations, Groshek will help create two new

graduate programs in emerging media studies. Slated to launch next year, the Master of Arts program will offer students access to cutting-edge approaches to media research, theory and practice. In addition, the first doctoral program will be introduced in the fall of 2015 also in Emerging Media Studies.

"We are delighted to have Jacob on staff," said Director of the Division of Emerging Media Studies James E. Katz. "His talent and insight add new depth to our unit."

Groshek received his Ph.D. from Indiana University and his research focuses on the influence of communication technologies in political change processes. He held previous academic appointments at Iowa State University, Erasmus University Rotterdam, the University of Melbourne and, most recently, the Institute for Advanced Study Toulouse. He recently served as the head of AEJMC's Communication Technology Division. He has published widely in peer-reviewed scholarly outlets, including *Journal of Communication*, *New Media & Society*, and *Social Scientific Computer Review*.

Michael Horning, Virginia Tech, has been appointed an assistant professor in the Department of Communication in the College of Liberal Arts and Human Sciences at Virginia Tech. Horning is one of 27 new tenure-track faculty members at the college this fall. The new hires are part of the college's ongoing efforts to attract renowned scholars to strengthen and expand its teaching, research and engagement programs. The college has added more than 100 full-time permanent faculty members in the past four years.

Horning's research interests include the social and psychological effects of communication technologies, specifically, how new technologies facilitate civic and political engagement. His latest work involves developing and testing mobile and Web-based applications that support engagement with local news and community

service organizations. He will teach multimedia reporting and visual media.

Horning has presented at international conferences and has been published in peer reviewed journals, including *Computers in Human Behavior* and the *Bulletin of Science, Technology and Society*. He is a co-author of a chapter in the forthcoming "Communication and Information Technologies Annual 2014: Politics, Participation, and Production."

Horning received his bachelor's degree from Liberty University, a master's degree from Rochester Institute of Technology and a Ph.D. from Pennsylvania State University.

Donnalyn Pompper, Temple University, has written *Practical and Theoretical Implications of Successfully Doing Difference in Organizations*, a critical interrogation of power and meanings of "difference" which suggests avenues for building theory and offers reasons why real commitment to diversity is needed, an endeavor that requires conscious and sustained effort. The U.K. publisher is Emerald Group Publishing Limited.

Pompper is an associate professor in Temple's School of Media & Communication.

The book suggests that organizations need not sacrifice workplace diversity in the quest for positive global reputation and profit. On the contrary, social identity "difference" in the workplace drives organizations in deep, far reaching and measurable ways. Pompper has spent over a decade teaching, researching and publishing about social identity dimensions in the workplace and in media representations. She offers a multidisciplinary approach to considering social identity intersectionalities at work. This is a core stand-alone book for organizational communication, public relations, business/management, research methods, classes of advanced undergraduate and graduate students, as well as a font of practical advice for organizations' managers. User-friendly chapters include applied sidebars, key term definitions, and questions for critical thinking and personal reflection.

Schools

Arizona State University — Jeff Cunningham, the former publisher of *Forbes* magazine and founder of *Directorship Magazine*, is joining Arizona State University as a faculty member at the W. P. Carey School of Business and the Walter Cronkite School of Journalism and Mass Communication.

Cunningham will serve as a professor of practice at both schools. He will focus on corporate governance, entrepreneurship and the business of news media.

"I am delighted that I will now be able to impart my experience as a CEO, publisher and board director to such pre-eminent institutions as the W. P. Carey School of Business and the Cronkite School," Cunningham said.

Cunningham worked at *Forbes* for nearly 20 years and served as publisher from 1993 to 1998. During his tenure, the *Delaney Report* named him Publisher of the Year in 1995. In 2005, he launched *Directorship Magazine* and *Directorship.com*, the leading publication for corporate directors, which in 2010 was acquired by the National Association of Corporate Directors, where he is a senior advisor. Lord William Rees-Mogg, former editor of *The Times* of London, has described Cunningham as "one of the top media professionals in America."

During his 40-year career, Cunningham also served as an adviser to many Fortune 500 CEOs and boards of directors on corporate governance, leadership and crisis management. In the boardroom, he has held numerous corporate directorships for technology and multinational firms, including Schindler of Switzerland, Data General, Bankrate and TheStreet.com.

"In addition to having his own extensive boardroom experience, Jeff Cunningham has also interviewed or profiled some of the biggest names in business, including Berkshire Hathaway's Warren Buffett, Hewlett-Packard's Meg Whitman and Goldman Sachs' Lloyd Blankfein," said Amy Hillman, dean of the W. P. Carey

School of Business. "He understands some of the most important issues in business right now, and he will bring his real-world knowledge to our students."

Cunningham also was a senior executive at McGraw Hill's *BusinessWeek* as well as a president of CMGI, an Internet venture capital incubator, where he served as CEO of digital media companies Zip2.com and Myway.com. Subsequently, he was appointed U.S. managing director of the venture capital firm Schroders where he ran the Internet Finance Partners fund.

In the nonprofit sector, he has been a trustee of the Center for Strategic and International Studies and the Middle East Institute, as well as a special advisor to the Nobel Peace Prize Committee. He currently serves as a trustee for the McCain Institute.

Cunningham completed the Finance Executive Program at the University of Pennsylvania's Wharton School. He holds a bachelor's degree in English and literature from Binghamton University of the State University of New York.

Elon University — Elon University launched the public phase of its fundraising drive for new School of Communications facilities at an Oct. 16 gala event for alumni, parents and friends at the Waldorf Astoria Hotel in Manhattan.

NBC Nightly News anchor Brian Williams, national chair of the school's advisory board and father of Elon graduate Douglas Williams '13, emceed the event. More than 1,000 members of the Elon community turned out to add their support to the \$15 million campaign and learn details about the new buildings.

Elon President Leo M. Lambert announced that more than \$8 million has already been raised for the project, and he asked all members of the Elon family to contribute to reaching the fundraising goal by the end of 2015, allowing construction to begin in early 2016.

A campus kick-off took place Oct. 17 in front of the School of Communications

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News Notes

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building on Elon University's main campus.

Williams and his wife, Jane, have made a gift to name one of the school's broadcast studios, which is located in the existing McEwen Building. The renovated studio will include a digital news headline ticker framing an exterior window that opens onto a plaza that provides a new pedestrian entrance to campus.

The School of Communications campaign will fund construction of two new buildings and renovation of two existing facilities, nearly doubling the total amount of space supporting the school's programs. The project will bring together all of Elon's communications and student media programs into a quad that will frame Under the Oaks, the historic grove on the central campus.

The main new building will be a two-story, 45,000-square-foot facility that is larger than the size of McEwen Building. It will include a large media innovation lab and four additional media labs, three classrooms, seven student engagement spaces, 29 faculty offices, the Dean's Suite, and the 250-seat Turner Theatre, funded by a gift by Elon parents Jim and Toni Turner and their sons Garrett '08 and Parker '06. The theatre will serve as a showcase for student productions, including a high definition screen, stadium-style seating and a premier sound system.

The new building will be connected to McEwen Building by the Snow Family Grand Atrium, a two-story glass structure that will include a large video screen that will feature student productions and daily world news broadcasts. The atrium will be named for David and Lynette Snow, parents of current Elon communications student Lauren Snow '16.

Elon student media will benefit greatly from the major remodeling project being planned for McEwen Building, which will provide new offices for The Pendulum,

ESTV/Elon Local News, WSOE Radio and the Phi Psi Cli yearbook. McEwen will also include an Internships/Career Services Center, while the Live Oak Communications student agency will be located in the new communications building.

University of Illinois — The University of Illinois and its media partner CU-CitizenAccess.org are one of a dozen U.S. universities who each won a \$35,000 micro-grant to seed collaborative news experiments in living labs — their communities.

The competitive Challenge Fund for Innovation in Journalism Education was created to encourage universities to experiment with new ways of providing news and information. The fund is the brainchild of a collaborative that includes the Excellence and Ethics in Journalism Foundation, the Robert R. McCormick Foundation, the John S. and James L. Knight Foundation and the Democracy Fund, and is managed by the Online News Association (ONA), the world's largest membership group of digital journalists.

The 125 entries for the 2014-15 academic year were judged on their ability to create collaborative, student-produced local news coverage, bridge the professor-professional gap, use innovative techniques and technologies and learn from digital-age news experiments. Winning teams included some combination of students, researchers, media professionals, educators, developers and designers.

"We zeroed in on ideas and teams that we hope inspire innovation, collaboration and realworld impact in academia and media," said Irving Washington, ONA Operations Director, who administered the selection process. "The potential for true community engagement in the winning projects was every bit as important as the tools and technology used to achieve it."

The University of Illinois project, "Intersections," hopes to answer the question: Will openly mapping a city's often invisible social media conversations change the nature of journalism in the Champaign-Urbana metropolitan community? CU-CitizenAccess.org is the media partner for the project.

CU-CitizenAccess.org is an award-winning online newsroom based in the Journalism Department at the College of Media. It was begun in 2010 with a grant from the Marajen Stevick Fund of Champaign and matching money from the James S. and John L. Knight Foundation in the Journalism Department at the University of Illinois.

CU-CitizenAccess.org focuses on socioeconomic and public safety issues in central Illinois and serves as a news lab for student work and provides stories and content to the News-Gazette and Illinois Public Media.

Brant Houston, a professor and the Knight chair in investigative reporting, co-founded the newsroom with Professor Rich Martin, who heads the Journalism Department. Houston oversees the project. Pamela Dempsey, an Illinois alum who teaches journalism at the College, serves as the editor for the newsroom.

The winners, chosen in consultation with academic advisers, ONA leaders and funders, will be featured at upcoming ONA conferences and other news media education events. The competition will culminate in at least one grand prize for the project most likely to change either local newsgathering, journalism education or both. A second overall prize will be given for the best project evaluation, regardless of the experiment's outcome.

The fund plans to support between 20 to 25 projects over the next two years. The founding funders have committed \$920,000 to launch the project, and additional funders are expected to join this year, to bring the total to well over \$1 million. Applications for the next round of funding will open later this year.

The Online News Association is the world's largest association of digital journalists. ONA's mission is to inspire innovation and excellence among journalists to better serve the public. The membership includes news writers, producers, designers, editors, bloggers, developers, photographers, educators, students and others who produce news for and support digital

delivery systems. ONA also hosts the annual Online News Association conference and administers the Online Journalism Awards.

Florida International University — Florida International University is now offering a fully online degree program: a degree in Global Strategic Communications (GSC) offered through the School of Journalism and Mass Communications (SJMC).

The program's focus on communication management and digital communication will prepare FIU graduates to become innovators and leaders in corporate, government and non-profit organizations, according to Kathy R. Fitzpatrick, professor and associate dean for Graduate Programs in the SJMC.

"In keeping with FIU's position as a global leader in higher education, we are committed to training the most highly qualified communication professionals in the Americas and the world," said Fitzpatrick. "This new online format will allow students to study with us from anywhere in the world."

The GSC curriculum reflects the evolving global communications market by providing an international perspective on topics including reputation management, branding, social media, crisis management and professional ethics. The program is designed to develop professionally-competent, globally-minded and socially responsible graduates who are familiar with the conceptual and theoretical foundations of public relations and advertising, capable of conducting and analyzing public relations and advertising research, and skilled in strategic planning and strategic communication practices and techniques.

The 30-credit hour program can be completed in one calendar year.

University of Alabama — The Plank Center for Leadership in Public Relations at The University of Alabama has recognized its honorees for the 2014 Milestones in Mentoring Awards, established in 2010 to honor those who lead by example, model-

ing the way through two-way communication and exemplary behaviors.

The following mentors were honored at the Milestones in Mentoring Banquet at the Union League Club of Chicago Oct. 30:

- Legacy: Patrick Ford, worldwide vice chair, chief client officer, chairman, Burson-Marsteller
- Executive: Aylwin Lewis, CEO, Potbelly Sandwich Shop
- Corporate: Wendi Strong, executive vice president, enterprise affairs, USAA
- Agency: Andy Polanski, chief executive officer, Weber Shandwick
- Educator: Lynne Sallot, professor, University of Georgia
- Young Professional: Jose Rivera, lecturer, Cal State San Bernardino

"We're pleased to recognize leaders in our industry, from academia to the C-suite, who have displayed a commitment to mentoring the next generation of young professionals," said Ron Culp, director of the graduate PR and advertising program at DePaul University and chair of the Plank Center. "All of these six dynamic leaders have inspired so many during their extraordinary careers."

The Honoring Milestones in Mentoring Awards Banquet featured a reception, dinner and awards ceremony. The honorees were selected by their peers in six categories:

- Legacy: recognizes those who have touched the lives of countless public relations professionals over the course of their exceptional careers.
- Executive: honors executives who have exemplified the concept of mentorship.
- Corporate: recognizes corporate communication professionals for mentorship.
- Agency: recognizes those who have been outstanding mentors in an agency.
- Educator: honors educators who have been instrumental in mentoring students and future educators. This award is named in honor of Bruce K. Berger, a public relations leader and educator.
- Young Professional: honors young professionals who are up-and-coming leaders and are already paying it forward.

University of Illinois — Mira Sotirovic, associate professor of journalism in the Col-

lege of Media at the University of Illinois, has been appointed the first Karin and Folke Dovring Scholar in Propaganda in the Department of Journalism. This academic position is made possible through an endowment established in a 2012 bequest from the estate of the Karin and Folke Dovring in the amount of \$1 million. Folke Dovring was a distinguished professor of land economics who taught at the University of Illinois from 1960 to 1987. His wife, Karin Dovring, was a foreign correspondent and an internationally recognized communication analyst.

Sotirovic's areas of specialization are focused on public opinion and persuasion across mass communication, political communication and persuasive communication and, in particular, media effects and democracy. Since earning her M.A. in Journalism and Mass Communication and Ph.D. in Mass Communication at the University of Wisconsin-Madison, her research agenda has been rooted in propaganda theories that extend to media effects and public opinion. As a faculty member at the University of Illinois since 1996, she has expanded her research agenda to include multiple public opinion contexts, including business, news, entertainment and social media. Her specialized courses in Media and Public Opinion and Research Methods in Journalism are taught using broad perspectives of public opinion and persuasion theory, especially as they are related to news and information and biased communication.

Sotirovic's research has been published in the leading journals of her field, including the *Journal of Communication*, *Communication Research* and *Mass Communication and Society* and co-author of the soon-to-be published *Communication and Public Opinion* (Sage), which reviewers have suggested will become one of the few standard works on public opinion. Her individual chapters focus on different ways of assessing public opinion, the psychology of public opinion formation and change, the use of strategic communication in shaping public opinion, and the context of entertainment in shaping public opinion.

Placement Ads

Ad Rates

AEJMC Placement Service ad rates are \$200 for the first 200 words and 25 cents for each additional word. Ads should be e-mailed to aejmcnews@aol.com. Type "Newsletter Ad" in the subject line. Include the name of the contact person and phone number. Schools are billed after publication with tearsheets.

Copy Deadlines

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

California State University, Long Beach — Assistant Professor of Public Relations, Tenure Track.

The Department of Journalism and Mass Communication at California State University, Long Beach invites applications for a tenure-track assistant professor in public relations. Ideal candidates will have a Ph.D. in a related field and professional experience in public relations as well as teaching experience at the college level or evidence of strong potential for effective teaching of public relations and other mass communication courses. Preference will be given to candidates who have experience working with minority ethnic communities. Minimum qualifications require a Master's degree in public relations or related field, professional experience and expertise in the field, and demonstrated commitment to working successfully with a diverse student population.

Duties include teaching a wide variety of public relations courses; engaging in ongoing research, scholarly or creative activities; advising the chapter of the Public Relations Student Society of America; participating in service to the department, college, university, and community; and developing a professional network of alumni and public relations contacts.

Recently accredited by ACEJMC, the department has 12 full-time faculty and several part-time faculty members who serve more than 400 undergraduate students. Cal State Long Beach is a 65-year-old teaching-intensive, research-driven university with a rich diverse ethnic population of more than 33,000 students. The campus is located in sunny Long

Beach, and its hilltop portion overlooks the Pacific Ocean, which offers some of the best shoreline, marinas and beaches in Southern California. Considered one of the most diverse cities in the United States, Long Beach is 25 minutes away from both Los Angeles, the second largest media market in the U.S., and Disneyland theme park.

CSULB seeks to recruit faculty who enthusiastically support the University's strong commitment to the academic success of all of our students, including students of color, students with disabilities, students who are first generation to college, veterans, students with diverse socio-economic backgrounds, and students of diverse sexual orientations and gender expressions. CSULB seeks to recruit and retain a diverse workforce as a reflection of our commitment to serve the People of California, to maintain the excellence of the University, and to offer our students a rich variety of expertise, perspectives, and ways of knowing and learning.

Application screening begins November 3, 2014 and will continue until the position is filled. For more details and application package, please visit

<http://www.csulb.edu/divisions/aa/personnel/jobs/posting/2225/index.html>.

Applications or questions may be addressed to:

Dr. Heloiza Herscovitz, Search Committee Chair

California State University, Long Beach
Department of Journalism and Mass Communication
1250 Bellflower Boulevard
Long Beach, CA 90840-4601
(562) 985-4981
heloiza.herscovitz@csulb.edu

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Ohio Northern University —

Summary:

The Department of Communication & Media Studies at Ohio Northern University invites applicants for a **nine-month, tenure-track position in Multimedia Journalism** beginning in August 2015.

Responsibilities:

Responsibilities include teaching required multimedia journalism courses, contributing to the teaching of other communication courses, performing service duties, advancing a scholarly research agenda, and maintaining professional productivity. Teaching would primarily focus on digital journalism in a multimedia and lab environment as well as in an instructional environment that incorporates online and elements of convergent media.

Candidates should be prepared to teach multimedia journalism courses and digital media production courses. Candidates will also provide assistance to the operation of a 3,000 watt, commercial frequency, non-commercial radio station.

Required Skills:

Successful candidates should have a strong multimedia and digital production background, media management, writing for media, audio and video production with strong researching skills. Additionally, candidates need professional experience. Excellence in teaching and mentoring students is expected.

Minimum Qualifications:

Doctorate in Multimedia Journalism, Digital Media Production, Mass Communication, or a related field is required. ABD will be considered.

To apply, please complete an online application at <http://jobs.onu.edu/postings/2638>. EOE

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University of Alabama — The University of Alabama's Department of Telecommunication and Film seeks a **full time, tenure-track assistant professor** beginning January 1, 2015 to conduct research and teach graduate and undergraduate courses in at least one of the following areas: digital, interactive, gaming, mobile, or social media; and/or media effects. The ideal candidate's scholarship should focus on empirical, social scientific research on mediated communication processes and effects.

Candidates should have an earned doctorate in communication or closely related field and demonstrate potential for undergraduate and graduate teaching and for developing a program of scholarship suitable for tenure consideration.

Established in 1940, the Department has approximately 620 students in its undergraduate and masters programs. It is one of five academic units in the College of Communication and Information Sciences, which includes an interdepartmental doctoral program ranked seventh nationally and the Institute for Communication and Information Research that includes a survey lab, a psychophysiology lab, a focus group lab, a child media lab, a content analysis lab and a theatre. The College operates the professional production facilities of the state's Center for Public Television and Radio, award-winning Alabama Public Radio, student radio station WVUA-FM, and Tuscaloosa's primary commercial television station WVUA-7 that serves the Birmingham-Tuscaloosa market.

The University of Alabama, established in 1831 in Tuscaloosa, is currently rated seventh among public universities in the nation by the Center for College Affordability and Productivity as reported in Forbes. It has approximately 36,000 students, including 5,400 graduate students in over 120 masters and doctoral programs and a Carnegie classification of "Doctoral/Research Universities Extensive." Tuscaloosa is a university-oriented community of nearly 100,000 located about fifty minutes southwest of Birmingham, in the nation's 40th television market. It is a short drive from the Smoky Mountains, Gulf Coast beaches, New Orleans, Nashville, and Atlanta. Additional information about the Department, the College and the University, is available at www.tcf.ua.edu.

Visit <https://facultyjobs.ua.edu> to apply. Attach an application letter, vita/resume and names, addresses and phone numbers of three references. **Applications will be accepted until search is completed.**

UA is an Affirmative Action/Equal Opportunity employer. Women and minorities are especially encouraged to apply.

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University of Arizona School of Journalism — TENURE-TRACK ASSISTANT PROFESSOR for Science and Environmental Journalism.

The University of Arizona School of Journalism invites applications for the position of assistant professor, tenure eligible, who will teach and conduct research in science, environmental and/or health journalism. The school is located in the Sonoran Desert, a unique environment where cutting-edge researchers seek answers in global sustainability, space science, climate change, and water resource management.

Candidates should have professional experience in science, environmental and/or health journalism. Candidates should be enthusiastic about teaching, as well as collaborating with faculty within and outside the school to conduct social science research or, in some cases, noteworthy journalistic publications.

Candidates must have a doctorate in journalism, science, environmental studies or a related field. They must have strong visual, writing, editing and communication skills in English and the capacity to communicate effectively with diverse constituencies on campus and outside the university. Also desirable is experience in multimedia journalism, broadcast journalism or media law. Position responsibilities include research or professional activities, teaching two classes per semester (with the possibility of reducing course loads through grants) and service to the school, university and profession.

The school offers a theoretical and practical curriculum, including rigorous training in writing, reporting and ethics for about 500 undergraduate students and 25 master's students. The school is proud to focus on journalism, crossing all media (print, broadcast, online, etc.), with specialties in global journalism, public affairs journalism and science/environmental journalism. Faculty, including tenured research-active faculty, have extensive professional experience and are committed to fostering a free and robust press. The school's courses have produced magazines and apps in science journalism, led by such faculty as Carol Schwalbe, a former National Geographic editor honored nationally for her innovative teaching. More information about the school is at <http://journalism.arizona.edu/>

We will begin reviewing applications on Oct. 15, 2014, and will continue reviewing until the position is filled.

The selected candidate will start in August 2015. Salary is competitive and commensurate with qualifications. As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives, and backgrounds.

For full details and to apply online, go to www.uacareertrack.com/applicants/Central?quickFind=213793, Job #: 56553.

For additional information about the position, please contact the search committee chair, Carol Schwalbe, atcschwalbe@email.arizona.edu

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University of Tennessee, Knoxville — Howard Distinguished Endowed Professorship in Media Management and Law, School of Journalism and Electronic Media, College of Communication and Information.

The School of Journalism and Electronic Media in the University of Tennessee Knoxville's (UTK) College of Communication and Information (CCI) is conducting a search for an outstanding scholar with a distinguished record of accomplishment to be the first holder of the Howard Distinguished Professorship in Broadcasting/Electronic Media Management and Law. A Ph.D. in communication or a terminal degree in a related field (e.g. J.D.) is required. The successful applicant will hold the rank of Associate or Full Professor and be eligible for tenure upon hire. The salary is competitive and based on experience and academic credentials.

Candidates must have a strong record of research, teaching and service and a proven national/international scholarly reputation with a research agenda that promises continued growth and enhancement of his/her

standing in the field. It is also desirable for candidates to have professional media management and/or media public policy experience, a strong track record as a teacher and mentor to graduate students, and a history of successful grant writing.

The professorship is named for Dr. Herb Howard, an emeritus professor in CCI's School of Journalism and Electronic Media, where he taught for 40 years and served as the first full-time faculty member in the Department of Broadcasting. Dr. Larry Patrick (MS/Communications '73), managing partner of Patrick Communications LLC and a highly successful media entrepreneur, endowed the professorship in 2013 in honor of Dr. Howard.

The School: The School of Journalism and Electronic Media (<http://jem.cci.utk.edu/>) includes 18 tenure track faculty members, four lecturers and several Graduate Teaching Associates. Faculty members are highly engaged scholars in a diverse array of research areas. It is an ACEJMC-accredited program and an active participant in the College of Communication and Information's M.S. and Ph.D. programs. The School includes approximately 350 undergraduate majors. Research support includes focus group facilities, several laboratories equipped to carry out a wide range of research activities, a professional staff to assist with sponsored research, and extensive web-based research capability. The School houses student media that include: *Scoop Magazine* (<http://issuu.com/scoop>), WUTK-90.3 FM (<http://www.wutkradio.com/>), TVC-The Volunteer Channel, and the *Tennessee Journalist* (tnjn.com), a student-run news website. The successful candidate will join a converged journalism program with specialties in news, magazines, media management, science communication, visual communication and sports journalism.

The University: The University of Tennessee, Knoxville (<http://www.utk.edu>) enrolls approximately 27,000 students at its campus. UTK is Tennessee's only public Carnegie RU/VH (Research Universities/Very High Research Activity) institution.

The College: The College of Communication and Information (<http://www.cci.utk.edu>) consists of four schools: Advertising and Public Relations, Communication Studies, Information Sciences, and Journalism and Electronic Media. The College includes approximately 1,200 undergraduate majors and approximately 300 graduate students (including College-wide M.S. and Ph.D. degrees in communication information, and an M.S. degree in information sciences). The College's Center for Information and Communication Studies (CICS) provides a wide array of support services for CCI faculty interested in pur-

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AEJMC News

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Placement Ads

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suing sponsored research. The Center involves dozens of researchers across various disciplines and agencies to focus the array of talent at the University of Tennessee, Oak Ridge National Laboratory, and other research institutions in the pursuit and conduct of sponsored research.

Knoxville: Nestled at the foot of the Great Smoky Mountains along the Tennessee River, Knoxville is within a day's drive of many major metropolitan areas, including Atlanta, Chicago, and Washington, DC. The metropolitan area has a population of 698,000, and the city is the corporate headquarters of Scripps Networks Interactive.

Individuals interested in applying for the position should send, via email, (1) a letter of application, (2) a current curriculum vitae, and (3) a list of references to: Howard Distinguished Professor Search Committee at dnd330@utk.edu. Or send hard copies of these materials to School of Journalism and Electronic Media, 333 Communications Building, 1345 Circle Park Drive, University of Ten-

nessee, Knoxville, TN 37996-0333. **Review of applicants will begin January 1, 2015 and continue until the position is filled.** The Knoxville campus of The University of Tennessee is seeking candidates who have the ability to contribute in meaningful ways to the diversity and intercultural goals of the University.

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services. All qualified applicants will receive equal consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, age, physical or mental disability, or covered veteran status.

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Western Illinois University — Department of English and Journalism at Western Illinois University, Macomb, Illinois, seeks a **tenure track assistant professor of public relations** beginning August 2015. Required qualifications: Master's degree in journalism, public relations or related field plus significant professional experience in public relations and/or journalism; Ability to teach public relations courses at both lower and upper-division levels. Preferred qualifications: Ph. D. in Journalism or public relations or Master's degree

in public relations with significant professional experience; ability to teach in the areas of public relations, advertising and online journalism courses (listed in order of importance); Ability to use and troubleshoot computer lab system. Responsibilities include teaching undergraduate courses plus other courses designated for graduate credit. Applicants will also be expected to succeed in the three areas of faculty responsibilities: teaching, scholarship and committee service at department and university levels. Salary commensurate with degree and experience. Complete applications include a letter of application, current curriculum vita or resume, the names, telephone numbers, and e-mail addresses of three current professional references, and copies of unofficial academic transcripts, official transcripts will be required for selected candidate. **Screening begins on November 3, 2014.**

For detailed information and to apply visit <http://wiu.interviewexchange.com/jobofferdetails.jsp?JOBID=53404>. WIU has a non-discrimination policy that includes sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, and veteran status.

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