Phoenix Conference Enjoys High Submissions, Acceptance Rate

Cynthia Stohl, ICA President-Elect

I am pleased to announce that the number of submissions for the 2012 Phoenix conference is the second largest we have ever had (Boston 2011 was the largest). With 2570 paper submissions and 163 panel proposals, our conference will represent a broad array of the finest communication scholarship in the world. Moreover, the configuration of the Sheraton hotel will enable us to panel about 49% of the submissions, up from last year's 38% acceptance rate and much more in keeping with earlier conferences.

Conference planning is now in high gear. Division and Interest Group reviewers are busy evaluating papers and panel proposals. These reviews will be completed by 10 December and then planners will begin to create sessions. Submitters will be notified of acceptance or rejection of their papers and panels by mid-January and the conference program should be available online by 1 March 2012.

Besides traditional sessions and live streaming of special panels, we have several exciting opportunities available for conference participants (both face-to face and virtual). The plenary and miniplenary sessions are just about finalized and in the next Newsletter I will provide a final list of the speakers and events. Be sure to plan to stay around for Monday morning - we have an exciting debate planned that will feature some of the finest scholars in our field.

Beginning 15 January the ICA website will have full descriptions of the 16 preconferences being sponsored. On the website you will also find a list of excursions that offer unique Arizona experiences. I want to call special attention to The Heard Museum Tour, Reception, and Tequila Tasting scheduled for Friday evening, 25 May 2012. The internationally acclaimed Heard Museum is dedicated to the sensitive and accurate portrayal of Native arts and cultures, and offers a glorious site to celebrate the
magnificent American Indian artwork and powerful exhibitions that make the Heard a world-class institution. I hope you will join me for this evening celebrating American southwestern cultures and communities. Horseback riding, night hiking, and daytime petroglyph hiking are also available along with a trip to Taliesin West, the site of Frank Lloyd Wright's studio and architecture school. And of course there are the side trips to the Red Rocks of Sedona and the awe-inspiring Grand Canyon. ICA members, our families, and our friends have a lot to enjoy in Phoenix and its environs.

Overall, I am confident that our Phoenix conference will be intellectually stimulating, socially engaging, and professionally rewarding. I look forward to seeing you there.

Landmarks, Attractions Await in Downtown Phoenix's Stadium District

Michael J. West, ICA Publications Manager

In 2012, the International Communication Association sets up camp in what for us is long-unseen territory: Phoenix, Arizona, which will host ICA from 24th May to the 28th for our 62nd Annual Conference. Known as "The Valley of the Sun," Phoenix is the sixth largest city in the United States, and its fastest growing. Indeed, it is only in the last 20 years that Phoenix has reached the top 10 U.S. cities, and its population swelled by nearly 25% between the 2000 and 2010 censuses. The ICA Newsletter begins in this issue to explore this dynamic city, in preparation for the conference at the Sheraton Phoenix Downtown Hotel.

The series begins in the area adjacent to the Sheraton Downtown, which is also adjacent to Phoenix's baseball stadium, Chase Field. Appropriately, it's known as the Stadium District.

Before Chase Field (originally known as Bank One Ballpark) was constructed in 1996-98, downtown Phoenix was a busy business and financial district during the day - but at night was as desolate as the desert surrounding the city. But in 1995, Phoenix was awarded a baseball franchise - the Arizona Diamondbacks - to begin playing 3 years later. The city used this as an opportunity to develop commercial and tourist attractions in its downtown area, with the new baseball field as the anchor.
31 January 2012 is the uniform deadline for nominations for the nine association-wide 2012 research awards, the B. Aubrey Fisher Mentorship Award, the Fellows Book Award, and ICA Fellows. All nominations, except those for ICA Fellows, must be submitted through the ICA website at: community.icahdq.org/nominations/ between 1 November 2011 and 11:00 p.m. EST 31 January 2012.
Fifteen years later, the Stadium District is a trendy urban area with increasing residential areas and a high tourist attendance. Many of Phoenix's proudest and most visited attractions are located there.

Most prominent among these, of course, is the Stadium District's stadium. **Chase Field**, located five blocks from the Sheraton Downtown, is the home of the Arizona Diamondbacks baseball team. Chase was an innovation in design - the first stadium in the United States to be built with a retractable roof and the first anywhere to include natural grass. It is also well-attended - its record attendance, in fact, is 49,700, nearly a thousand people more than its actual capacity! As it happens, Major League Baseball's season will be 2 months deep at the time when ICA is in Phoenix, and the conference schedule coincides with Chase Field hosting a three-game stand between the Diamondbacks and the Milwaukee Brewers.

Chase is not, however, the only sports venue in the area. Two blocks west lies the **US Airways Center**, an indoor arena that serves as the home of the Phoenix Suns basketball team and the Arizona Rattlers arena football team. However, the 18,000-seat coliseum (known as the "Purple Palace" for the color of its seats) will only host a sporting event if the Phoenix Suns are in the NBA playoffs.

Both Chase Field and the US Airways Center are located on East Jefferson Street. However, most of the Stadium District's popular attractions are located on or near Washington Street, one block north of Jefferson. A particular favorite spot is the **Arizona Science Center**. The 120,000-square-foot science museum receives 400,000 visitors every year. Its permanent exhibitions include a state-of-the-art planetarium and massive five-story IMAX screen, along with the popular "Get Charged Up!" interactive physics gallery; the earth sciences exhibit, "Forces of Nature"; "My Digital World," a gallery dedicated to the science of the Information Age; and an exhibition about the construction process and materials specific to Arizona's climate, "Many Hands Make A Home."

The Arizona Science Center facility opened in 1997, an ultra-modern complex; steps away, however, is a site that belongs to another time. **Heritage Square** is a slice of Phoenix's historic beginnings: a block of Victorian houses and other buildings from the time of the city's original incorporation. These include the Teeter House, which serves today as a restaurant and tea house; and the Stevens House, which houses the Arizona Doll & Toy Museum. Both of these are incongruities, two turn-of-the-20th-century Midwestern bungalows set down in the heart of the Southwestern U.S. desert. Nearby, however, is an even more unusual structure: the **Rosson House**. Built in 1892 for the then-county treasurer and later mayor of Phoenix, Dr. Roland Lee Rosson, the grand house went through several owners and uses over the years before it was purchased by the city and restored to its original appearance. The house today serves as a museum of life at the time of Phoenix's origins.
The Rosson House is one of Phoenix's Points of Pride - a group of landmarks around town that "represent the best features of the city for both residents and visitors." Within a few blocks on Washington Street are two more. One block west is Phoenix Symphony Hall. The 1972 concert hall is the jewel of Phoenix's arts community, with an ornate and spacious lobby, 600-square-foot stage, and state-of-the-art equipment and acoustics (down to the bases on the auditorium's 2,300 seats - they're made of wood, which has a natural resonance when in contact with sound waves). In addition to hosting touring acts, Symphony Hall is home to the Phoenix Symphony, Arizona Opera, and Ballet Arizona.

Five blocks further west from Symphony Hall is another concert venue: the Orpheum Theatre, built in 1927 as a vaudeville hall. It served as a movie palace and Broadway circuit theater before it was restored in the '80s to its original, Spanish Baroque architectural style inside and out. It's the interior that marks the Orpheum as a treasure: its 1,364 red velvet seats (1,062 on the floor, 302 in the balcony) are surrounded by intricate moldings and friezes that frame breathtaking, panoramic frescoes of the Arizona mountains, designed to evoke the feeling of a classical outdoor theater.

Don't be fooled by the name of the Stadium District. Chase Field forms its heart, but it's only the most visible of a wide variety of landmarks and attractions that will keep the curious Phoenix visitor both busy and fascinated. And best of all, each of these attractions is a short walk from the site of the ICA Conference.

President's Message: The Return of the Repressed in Communication Studies

Larry Gross, ICA President

As one who came of academic age in the 1960s - whose final semester of graduate school combined completion of a dissertation with climbing in and out of university buildings as an antiwar protestor, dodging police batons and horses - the demand that academic pursuits be "relevant" to the most important and pressing real world issues is both familiar and persuasive. However, the climate of academic pursuits of the past
few decades has not retained the heat and passion of those heady times and, truth be told, it's far from clear how widely held those convictions were even then.

What is certainly true is that the 1960s were followed in many parts of the world by a concerted counterrevolution that, while not all that visible at the time, was determined to recapture the hearts and minds of the academy or at the very least intimidate and bully them into submission.

In what follows, I will mostly be describing the forms that political and cultural reaction took in the United States, but I know that these forces were also present in other parts of the world. Often there were direct connections, as in the case of the U.S.-abetted coup and subsequent Pinochet dictatorship in Chile. In other instances there was mutual admiration and encouragement, as in the parallels between Thatcherism in the UK and the "Reagan Revolution" in the US.

I am inviting other ICA members to join this conversation - send comments, elaborations, and, certainly, disagreements - and we will happily open the pages of the Newsletter to an ongoing discussion of these issues; hopefully one that will broaden the scope beyond the locales and examples included in this article.

During the 1970s the counterrevolution in the United States took shape largely in the political arena, as cultural conservatives joined with newly politicized evangelical Christians to attack the efforts and successes of the social movements of the 1960s; and by the end of the decade the self-styled Moral Majority could claim much credit for the election of Ronald Reagan.

While conspiracy theories are often more fervently held than they are empirically sustainable, in this instance a fair case can be made for a conscious effort on the part of the "establishment" to roll back what they saw as an assault on their power. The case rests in part on the existence of a document that I think of as "The Protocols of the Elders of Wall St.," but it is better known - though not nearly well known enough - as the Powell Memorandum. Lewis Powell, a successful corporate lawyer, wrote a memorandum in August 1971 addressed to the director of the U.S. Chamber of Commerce. The memo outlined the dangers Powell believed the corporate establishment needed to comprehend and counter:

"No thoughtful person can question that the American economic system is under broad attack. This varies in scope, intensity, in the techniques employed, and in the level of visibility...what now concerns us is quite new in the history of America. We are not dealing with sporadic or isolated attacks from a relatively few extremists or even from the minority socialist cadre. Rather, the assault on the enterprise system is broadly based and consistently pursued. It is gaining momentum and converts....The most disquieting voices joining the chorus of criticism come from perfectly respectable elements of society: from the college campus, the pulpit, the media, the intellectual and literary journals, the arts and sciences, and from politicians. In most of these groups the movement against the system is participated in only by minorities. Yet, these often are the most articulate, the most vocal, the most prolific in their writing and speaking."  http://reclaimdemocracy.org/corporate_accountability/powell_memo_lewis.html

The Powell Memorandum laid out in great detail not only the causes for alarm but a strategy for counterrevolution. Powell's advice has been credited with turning on the faucet that has poured millions of dollars into funding rightwing institutes, think tanks and advocacy groups. Powell understood the need for a long march strategy and his vision has been vindicated by the political shifts in the United States during the past 4 decades. President Richard Nixon must have appreciated Powell's wisdom, as he appointed Powell to the U.S. Supreme Court shortly after the memorandum was written.

In the spirit of the Powell memorandum, the right wing in the US broadened the focus of the counterrevolution from their perennial targets of popular culture to encompass the domain of elite culture. U.S. politician and sometime presidential candidate Patrick Buchanan sounded the alarm: "While the right has been busy winning primaries and elections... the left has been quietly seizing all
The commanding heights of American art and culture." Buchanan called for "a cultural revolution in the '90s as sweeping as the political revolution in the '80s... Just as a poisoned land will yield up poisonous fruits, so a polluted culture, left to fester and stink, can destroy a nation's soul."

As the Cold War diminished the Kulturkampf advocated by Buchanan became a contender for its place at the top of the political agenda. Pursuing a military metaphor, columnist George Will labeled Lynn Cheney, Bush Senior's Chair of the National Endowment for the Humanities, "secretary of domestic defense. The foreign enemies her husband, Dick [then Secretary of Defense], must keep at bay are less dangerous in the long run, than the domestic forces with which she must deal. Those forces are fighting against the conservation of the common culture that is the nation's social cement." Wills warned that "many of the most enlightened defenders of our cultural patrimony (sic) are now out in the 'practical' world, including government, and many Philistines are in the academies shaping tomorrow's elites, and hence tomorrow's governance."

Communication scholarship and teaching figured in an important way in the debates over the role of the academy because we are among those who can be accused of "diluting or displacing" canonical texts in favor of the degraded products of popular culture. By devoting serious attention to the products of the mass media, communications scholars were among the earliest members of the academy to question the sanctity of the elite cultural canon. In fact, I would argue that the relative status of communications study within the American academy suffered for years -- and probably still does -- from our association with mass culture.

What these "threats" had in common, and what provoked the enmity of right-thinking politicians, journalists and academics, is that they represented a specter haunting our society: subordinates getting uppity, silenced voices starting to speak out, new perspectives shifting the center of gravity towards the margins. But, despite the ferocity of the counterattack mounted against them, the marginal voices and forces were not in fact remotely as successful as the public was told.

However much communication scholars expanded - or corrupted - the curriculum, and however much they challenged the universality of traditional canons, the field of communication studies in the United States was also retreating from an explicit engagement in the realm of politics and economics at the very moment in which the upheavals in communication technologies and media industries were transforming the national and global landscape. Whether by design or unhappy coincidence the critical engagement of communication scholarship with these momentous developments and policy debates diminished, along with the imperative to train our students to participate in and contribute to these important decisions.

The results is that public policy debates are taking place today with little meaningful input from communication scholars, and thus often with little, questionable, unreliable, or biased empirical data and research to inform them. While many of our programs train graduate students to study media effects, media content, and media processes, too few of our students are trained in the study of media economics, law, regulation and policy, and fewer still are able to do this in a way that produces research that is both academically rigorous and yet useful and accessible to policymakers, media activists, and interested citizens.

One nascent response to this situation in the US was initiated several years ago by the communication doctoral programs at the two Annenberg Schools, the University of Illinois, and the University of Michigan, joined at times by colleagues from other institutions. We called our enterprise COMPASS, for Consortium On Media Policy Studies [the initial group of coconspirators here were Michael delli Carpini, Susan Douglas, Robert McChesney, and myself].

We agreed to harness our programmatic efforts towards a collective response. This was no small decision: Programs such as ours are used to competing with each other for faculty, students, grant money, and prestige, and while we all acknowledge that this competition will not disappear, we are
convinced that institutional collaboration at this historical moment is essential for our field and for the future of media policy and media literacy. Our overarching mission is nothing less than to address the paucity of well-informed, well-researched media policy and regulation, and the threat this poses to democracy, both in the United States and around the world in an era of ever greater corporate domination. We hope to do this by stimulating and generating a new cohort of scholars, activists, and policy-makers armed with the skills and knowledge to effectively address the realities of contemporary state and business power, and the resultant democratic deficit experienced by people in the United States and around the globe.

We strongly believe that any systematic effort to create a new breed of "scholar-activists" and a new line of "public scholarship" must combine rigorous academic training with hands on experience. More importantly, we believe that high-level practical experience will enhance the real-world value of the research questions asked by communication scholars, enrich the caliber of their scholarship on policy matters that emerges from our field, and ultimately elevate the public importance of communication research. This belief was reinforced by a miniplenary at last year's ICA conference that featured communication scholars who have worked on both sides of academy/policy divide: Robin Mansell, London School of Economics, who chairs the IAMCR Task Force on Media and Communications Policy; Ben Scott, a communication PhD from the University of Illinois, who serves as Policy Advisor for Innovation at the U.S. State Department; Vinod Pavarala, Dean of the School of Arts & Communication, University of Hyderabad, and president of the Community Radio Forum of India; Ernest Wilson of the USC Annenberg School and past board chair of the Corporation for Public Broadcasting; and Irene Wu of the Consumer and Governmental Bureau of the FCC and adjunct professor at Georgetown University.

In the summer of 2011, with funding from the Annenberg Foundations' Sunnyland Trust, we were able to expand our COMPASS program by inviting doctoral students from around the U.S. to participate, and we sent eight students, from six universities, to spend the summer in Washington, working on policy related projects at the FCC and a number of foundations and NGOs. We look forward to building on this program to further expand the engagement of communication scholars with the backstages of communication and media policy. We hope that versions of this sort of engagement already exist in other parts of the world and that more will emerge in the future.

We recognize that this is not an easy road to travel, as the lack of research and training in media policy and political economy presents us with a chicken-egg dilemma that is not easily solved. But it must be addressed and solved if we are to make the field of communication studies truly relevant to some of the most important issues facing the nation and world today.

As with my discussion of the corporate counterrevolution, my examples of nascent efforts to strengthen the domain of communication policy have been primarily drawn from the United States. I repeat my invitation and request for others to join this conversation and expand our awareness of challenges and opportunities faced by communication scholars elsewhere.

Throughout the world, governments and citizens are grappling with the policy challenges of the new digital technologies that are transforming our lives, whether the issues are privacy vs surveillance and commercial exploitation; free expression vs. political and corporate control over the flow of information; the flourishing of a creative and democratic commons vs. commercial ownership of culture and the enclosure of the public sphere; etc., etc. Just as transnational corporations are turning globalization to their benefit, so too the academic community of communication scholars needs to embrace the complexity of a multifocal world, and deploy the power of our theoretical tools and analytical skills in the practical struggle to empower citizens. The philosopher Simone Weil wrote that, "If we know in what way society is unbalanced, we must do what we can to add weight to the lighter scale." In this increasingly corporatized world, we must do what we can to add weight to the side of the people.
Thanks for Renewing Your Membership. Enjoy Your Benefits!

Sam Luna, Member Services Director

As we wrap up our annual membership drive, we thank you for renewing your membership. If you received an e-mail announcing this Newsletter, your membership is active. We hope you visit the ICA website and take advantage of the many new features built in to your new MyICA "Communities" pages. The site includes several new social networking functions designed to further your membership experience. Blogging is one of these features.

Congratulations to Andrew K.P. Leung in Hong Kong, our first blogger! Here's an excerpt of his post; log in to your account online and look for his post under Blogs on the Organizational Tools list.

**Ten years on after 9/11, the world has dramatically changed in more ways than one**

On the 10th anniversary of 9/11, it is sobering to reflect on how the world has changed almost beyond recognition in many ways beyond terrorism.

**First**, the unipolar world is fast fading if not completely gone. The United States is still in a position to lead but her capacity to do so is much constrained as diminished financial resources, military overreach, divisions amongst Western allies, the rise of the Emerging Markets, the emergence of nonstate actors including terrorists, and global issues like climate change, epidemics, and nuclear proliferation, all underline the realities of an interconnected, interdependent, and multipolar world (1).

**Second**, global economic gravitas is clearly shifting from the West to the East. What used to be peripheral countries in the late 18th century have become today's "emerging economies". They now collectively contribute almost three-quarters of global growth, while their share of economic output is projected to account for almost 60% of total world output by 2030 (2).

**Third**, as a developing country, China has become the world's second largest economy and is rising as a superpower. Nevertheless, China's per-capita income in purchasing power parity terms will still be trailing behind the United States at least by midcentury if not beyond (3). What is more, during this trajectory, though China has become increasingly convergent with the global norm economically, she remains largely divergent politically. There is a growing, classic security dilemma between the United States as the extant sole superpower and China as a rising challenger. Read more at http://www.icahdq.org/cgi-shl/twserver.exe?run:memonly:/members/myICA/

Visit Andrew Leung's website at: www.andrewleunginternationalconsultants.com

On the ICA members LinkedIn group: CONCENTRATION OF MEDIA OWNERSHIP IS CONSIDERED
Publications Committee Seeks Editor for *Human Communication Research*

Amy Jordan, ICA Publications Committee Chair

Publications Committee is soliciting nominations for editor of *Human Communication Research* to succeed James Katz, whose terms ends at the close of 2012. A completed nomination package should include a letter from the candidate indicating a willingness to serve and a vision for the journal, a CV, three letters of support from scholars familiar with the candidate's work and skill set necessary to edit the journal, and a letter of institutional support from the candidate's home institution. Details about the editorship are available at: http://www.icahdq.org/pubs/Publication_Manual.pdf and http://www.icahdq.org/pubs/HCRAnnualReport.pdf

*Human Communication Research* is devoted to advancing knowledge and understanding about human symbolic activities. Manuscripts reporting original research, methodologies relevant to the study of human communication, critical syntheses of research, and theoretical and philosophical perspectives on human communicative activity are encouraged. The journal maintains a broad behavioral and social scientific focus but reflects no particular methodological or substantive bias. Nominations should be submitted electronically by 1 February 2012.

Self-nominations are welcomed.

Address queries and nominations to:
Amy Jordan, Chair, ICA Publications Committee
ajordan@asc.upenn.edu
215-898-1553
Student Column: "Dynamics of Academic Writing: How to Plan and Write a Good Journal Article"

Diana Nastasia, U of North Dakota and Sojung Claire Kim, U of Wisconsin - Madison

Writing in any sense is a difficult task. Good writing requires time, effort, and a clear goal. Since the main goal of academic writing is to share new, innovative ideas with other members of the field by publishing, this month's student column is devoted to aiding communication scholars by discussing an important topic: "Dynamics of Academic Writing: How to Plan and Write a Good Journal Article."

Planning Your Article

In an article on "Writing the Empirical Journal Article," Bem (2003) emphasizes the importance of planning your article before you actually write for publication. He argues (and I agree) that as a social scientist, it is essential for you to think about 'how' and 'for whom' you should write your article at the planning stage: Accuracy and clarity are the primary virtues of good scientific writing, and good writing is good teaching. Without pondering, oftentimes, you end up spending too much time explaining unnecessary theories and listing every single result you have found with too many technical details. Or you may spend too much time making sure your article sounds interesting and written with style, ignoring the fact that these are subsidiary virtues and only matter when achieved with accuracy and clarity.

Accuracy and clarity in academic writing can be accomplished by having good organization and by writing in simple and direct terms. Bem (2003) explains that "good organization not only permits readers to review the article from beginning to end, as they would any coherent narrative, but also to scan it for a quick overview of the study or to locate specific information easily by turning directly to the relevant section" (p. 3). As for simple, direct writing, he continues, "A good journal article tells a straightforward tale of a circumscribed problem in search of a solution. It is not a novel with subplots, flashbacks, and literary allusions, but a short story with a single linear narrative line" (p.3).

In terms of knowing your audiences, most scholars tend to aim for specialized audiences who have a common background of substantial knowledge and methodological expertise. Although they are typical audiences for scientific journals, if you wish to write well, you should aim for broader and wider audiences. In other words, if you can make any intelligent layperson with no expertise in social scientific methods or statistics -- or even your grandmother-- understand the main points and unique contributions of your article, you have succeeded to write a good journal article. Again, good writing is good teaching with coherent narrative.

Writing Your Article

Now, it is time to 'write' your article. To write a good journal article, Bem (2003) suggests visualizing the format of your article as the shape of an hourglass. That is, the article starts with general statements, narrow down to the specifics of your study findings and contributions, and then broadens out again to more general conclusions and considerations.

In general, an academic article is comprised with introduction, literature review, methods, results, and
discussion sections and each section serves different functions.  
In the **introduction**, you introduce the background of your study and the nature of the problems being investigated. Be careful not to use technical jargons or specific theories at this stage since readers may not be fully prepared to digest such information. Take enough time and space to inform the readers about your study by having an open statement that contains general information about people or the society or offering examples to illustrate unfamiliar concepts (Bem, 2003).

In the **literature review**, you summarize the current state of knowledge in the area of investigation. For instance, what previous research has been done on the problem? What are the relevant theories of the phenomenon (Bem, 2003)? Are there any conflicting views on the topic in previous work? After discussing these details, propose research questions or hypotheses of your own study and end your literature review with a brief overview of your study (e.g., unique contributions of your study to the area of investigation) to make a smooth transition into the method section.

In the **Methods** section, it is important for you to lead readers through the sequence of the methodology used as if he or she were a participant. For example, give the usual overview of the study, including the description of participants, setting, and variables assessed, but then describe the method (e.g., experiment) from the participant's vantage point. Then, offer summaries of what was actually said and done to the study participant. Show question items from surveys, copies of stimulus materials, or pictures of apparatus. The purpose of the methods section is to give your readers a feel for what it was like to be a participant to understand the study design and procedures (Bem, 2003).

In the **Results** section, a good way of reporting your findings is to give readers the forest first and then the trees. Also, remind readers of the conceptual hypothesis or research questions that you are asking: For instance, "Are men are more emotionally expressive than women?" Provide answers to these questions in following sentences in narrative terms first and then speak to the readers in numbers: "The answer to Hypothesis 1 is yes. The men in all four conditions produced an average of 1.4 cc more tears than the women, F (1,112) = 5.79, p < .025." Now you want to elaborate or qualify the overall conclusion if necessary: "Only in the father-watching condition did the men fail to produce more tears than the women, but a specific test of this effect failed to reach statistical significance, t =1.58, p < .12." By announcing each result clearly in narrative terms before going into specific numbers and statistics, you permit the readers to decide how much detail they want to pursue or to skip ahead to the next main point whenever desirable (Bem, 2003, p. 9). The methods and results sections of an academic article are the neck of the hourglass format as you offer the most specific information about your study.

Lastly, the **discussion** section includes intellectual discussions of what you have found and therefore, what you have learned from the study in a broad sense. First summarize your findings with clear statements on the support or non-support of the hypotheses or research questions you wanted to investigate throughout the study. Be careful not to simply repeat points already summarized in the results section. Instead, each statement should contribute something new to the reader's understanding of the problem presented and explored. It is also appropriate at this point to compare your results with those reported by other investigators and to discuss contributions and limitations of your study (Bem, 2003). A good discussion section ends with considerations of questions that remain unanswered or that have been raised by the study itself, along with broad general suggestions for the kinds of future research that would help to answer them, following the hourglass shape of an article format.

References

GW’s Robert Entman Wins Prestigious Humboldt Prize: Entman is World’s First Political Communications Scholar to Receive Award

WASHINGTON - Robert Entman, J.B. and M.C. Shapiro Professor of Media and Public Affairs and professor of international affairs at the George Washington U, has won the prestigious international Alexander von Humboldt Research Award for his field-changing contributions to political communication. Entman is the world’s first political communication scholar and the first from GW to receive this award, and he will work at the Free U of Berlin for the majority of 2012. While in Germany, he will conduct comparative research in order to better understand how inequality has grown faster in the United States than in Western Europe.

"I am delighted to be the first Humboldt Award recipient recognized for contributions to political communication scholarship," said Entman. "I appreciate this acknowledgment of the media’s fundamental role in shaping politics and democracy."

Entman's award-winning research focuses on media framing and bias and the media’s influence on foreign policy, race relations and other important areas of American politics. His 1993 conceptualization of framing has been cited in thousands of scholarly works. Dr. Entman will release a new book in March 2012 entitled Scandal and Silence: Media Responses to Presidential Misconduct. Using a series of recent case studies, he argues against the commonly-held view that media eagerly work themselves into "feeding frenzies" over sex scandals and other wrong-doings by top politicians.

Read more: http://smpa.gwu.edu/news/articles/238

Tamara Afifi, U of California, Santa Barbara was awarded the 2011 Bernard J. Brommel Award for outstanding contribution to the field of family communication.

Dave Seibold, U of California, Santa Barbara, won this year's National Communication Association's Career Achievement Award in the Group Communication Division his advancement of the study of group-based communication.

Linda L. Putnam, U of California, Santa Barbara won the 2011 Academy of Management Distinguished Service Award for promoting organizational communication studies in the field of
management, developing conflict management research in organizations, and serving to the Academy of Management through multiple divisions and association-wide committees.

**Dorothy Mullin**, U of California, Santa Barbara, received a 2011 Teaching Assistant Departmental Grant of $2000 for TA orientation training, skills workshops, and online resources from the Office of the Associate Vice Chancellor of Academic Programs.

**Andrew Flanagin**, U of California, Santa Barbara, along with Divyakant Agrawal (Computer Science), Stacy Patterson (Mechanical Engineering), Bassam Bamieh (Mechanical Engineering) and Amr El Abbadi (Computer Science) received a 2011-2013 grant in the amount of $199,934 from the National Science Foundation, Division of Information and Intelligent Systems for the research project "Data-Driven Frameworks for Analyzing User Interactions in Social Media."

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**Division & Interest Group News**

**Instructional and Developmental Communication Division**

Outstanding Graduate Teaching Assistant Award

**Purpose:** To honor outstanding teaching of a graduate student, particularly when that teaching demonstrates innovative (e.g., cutting-edge) and learner-centered pedagogical practices.

**Rationale:** Such an award honors outstanding teaching in a form that can be documented on a CV and set the graduate apart from others when applying for positions in the academy.

**Award Recognition:** The Outstanding Graduate Teaching Assistant Award recipient will be honored at the annual conference of the International Communication Association. The recipient will be recognized during the Instructional Communication and Development Division Business meeting.

**Nomination Eligibility and Process:**

1. Students who were graduate teaching assistants during the past academic year (2010-2011), as well as current M.A. and Ph.D. students (2011-2012) are eligible.
2. Nominations can be made by any faculty member who is familiar with the individual's teaching (e.g., advisors, faculty mentors, department chairs, teaching supervisors). (The nominator should spell out what role she or he played in the letter.)
3. The nomination packet should include the following items:
   a. A letter of nomination
b. A copy of the nominee's CV.
c. A 1-2 page typed Statement of Teaching Philosophy
d. A description of the nominee's teaching experiences including courses taught and course responsibilities
e. Sample teaching materials (e.g., syllabi, lesson and/or activity plans; assignment descriptions, grading rubrics, and example student products; websites)
f. Evidence of the nominee's teaching effectiveness (e.g., summaries of student teaching evaluations, peer evaluations, supervisor evaluations)

4. The letter of nomination and packet of supporting material described in #3 should be saved as PDF files and emailed to the Award Committee chair by January 1st. For the 2012 award, email the two PDF files to: Deanna.Sellnow@uky.edu by January 1, 2012

Selection Process:
The Awards Selection Committee is comprised of the Award Committee chair, Deanna Sellnow, and members: Ellen Taricani, Tim Sellnow, Georgeta Hodis, and Michelle Violanti. The Instructional Communication and Development Division Awards Committee will review the documents and make a selection based on independent evaluations using a consistent rank and rating rubric. They will announce the winner by February 1, 2012.

Instructional and Developmental Communication Division
Outstanding Dissertation Award

Purpose: To honor outstanding graduate student dissertation research focused on instructional and/or developmental communication.

Rationale: Such an award honors student work in the area in a form that can be documented on a CV and sets the graduate apart from others when applying for positions in the academy. Such an award by our division highlights the kind and quality of work we do and our successful efforts in mentoring newer scholars pursuing research in instructional and/or developmental communication.

Award Recognition: The Outstanding Dissertation Award recipient will be honored at the annual conference of the International Communication Association. The recipient will be recognized during the Instructional Communication and Development Division Business meeting.

Nomination Eligibility and Process:

1. All dissertations completed during the three previous calendar years (2011, 2010, 2009) are eligible. (MA theses are not eligible.)
2. The dissertation must pertain clearly to instructional and/or developmental communication. (The nominator should spell this out clearly in his her letter.)
3. Nominations can be made by advisors or members of the student's dissertation committee. (The nominator should spell out what role she or he played in the letter.)
4. The letter of recommendation by the advisor or dissertation committee member and dissertation should be saved as PDF files and emailed to the Award Committee chair by January 1st. For the 2012 award, email the two PDF files to: Deanna.Sellnow@uky.edu by January 1, 2012

Selection Process:
The Awards Selection Committee is comprised of the Award Committee chair, Deanna Sellnow, and members: Ellen Taricani, Tim Sellnow, Georgeta Hodis, and Michelle Violanti. The Instructional Communication and Development Division Awards Committee will review the documents and make a selection based on independent evaluations using a consistent rank and rating rubric. They will announce the winner by February 1, 2012.
Organizational Communication Division:

THE W. CHARLES REDDING DISSERTATION AWARD

The Organizational Communication Division of the International Communication Association (ICA) is pleased to announce the competition for the 2012 W. Charles Redding Dissertation Award in Organizational Communication. This annual competition includes a cash award for the winner and a certificate for the winner and his/her advisor. The award will be presented at the annual ICA convention in Phoenix, Arizona (May 2012). Any dissertation project related to organizational communication is eligible for submission. The winning dissertation will be theoretically driven, methodologically rigorous, and make a significant contribution to our field. In the spirit of W. Charles Redding, the dissertation should present ideas that advance our understanding of organizing and communicating, and that make a difference in the lives of organizational members.

Rules of the competition are as follows:

1. The advisor or chief supervisor of the dissertation should submit the dissertation to the Organizational Communication Division Secretary. Documents to be submitted must include: (a) one copy of the complete dissertation and (b) one copy of the student summary document, which is a 25-30 page paper (text) plus references, tables, graphs, etc. Summary documents with more than 30 pages of text (12 pt. Times New Roman or equivalent font with 1-inch margins) will not be considered. The shorter document, written by the student, should summarize the dissertation by discussing the (a) research issue/problem, (b) relevant literature, (c) key hypotheses and/or research questions, (d) research methods, (e) primary results, and (f) conclusions drawn from the investigation. There is no need for a letter of nomination from the advisor, and letters will not be forwarded to the awards committee.

2. Because all dissertations will receive blind review by a panel of judges, the name of the author, advisor, and university should appear only in the e-mail and title page of the full dissertation. The awards committee will not be able to consider inappropriately anonymized summaries.

3. Dissertations must have been successfully defended in the 2011 calendar year.

4. Candidates for the award must be ICA Organizational Communication Division members, but membership may be in process at the time of submission.

5. If an insufficient number of dissertations are received, the award panel reserves the right to carry over dissertations into the next annual competition. In case of a large numbers of submissions or strong competition, Honorable Mention Awards may also be made.


E-mail entries to the Organizational Communication Division Secretary, Boris H. J. M. Brummans, at boris.brummans@umontreal.ca with the following in the subject heading: CHARLES REDDING AWARD SUBMISSION. Please submit all materials electronically in either Word or PDF format. Please e-mail Boris if you have any additional questions.

Political Communication Division:

Dear colleagues,

Two hundred and ten papers and eight panel proposals were submitted to our division for the Phoenix
2012 conference. This figure is somewhere in between Boston 2011 and Singapore 2010. I'd like to thank all reviewers for the time and effort they volunteered to the division. This is to remind reviewers that the deadline for completed reviews is 9 DECEMBER. I would also like to thank our program planner, Claes de Vreese, for his hard work on managing the review process and to wish him the best of luck in the difficult challenge of processing the reviews and building the program. I am sure he will create a fantastic program.

Let me take the opportunity to congratulate our newly elected vice chair Jesper Stromback (Mid Sweden U) and our newly elected secretary Sophie Lecheler (U of Amsterdam), both will assume office at the phoenix conference. This is also an opportunity to thank Andrea Pitasi (Gabriele D'Annunzio U), Nojin Kwak (U of Michigan), Young Mie Kim (U of Wisconsin-Madison) for their commitment to the division and willingness to serve and be part of the election process.

Submissions deadline for our division's graduate students' preconference is 31 December 2011. This preconference will take place at the University of Arizona in Tucson, just prior to the Annual ICA Conference. The full details and call for abstracts could be found on our blog: http://politicalcommunicationdivisions.blogspot.com/2011/10/ica-political-communication-graduate.html

Best wishes for a happy holiday season,

Yariv Tsfati, Division Chair
University of Haifa, ISRAEL

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Call for Papers

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Advertising in Communication & Media Research
Advertising Research TWG
ECREA Symposium 14th-15th of June 2012 | University of Tuebingen - Germany

Advertising has been appreciated as a growing demesne within the field of communication and media research. Obviously, the assumption that advertising is one of the driving forces within western media systems can be called a mainstream topic within communication studies. Yet, research concerning this mainstream topic is still lacking orderly continuity as well as a systematic approach within the field of communication and media research. From this vantage point the symposium addresses research areas, ranging from advertising communicators, media, messages, to audiences, and effects. What are the challenges of advertising and its research in the 21st century? What might be the USP of communication and media scholars' advertising research? Which kind of origins mark communication and media scholars' point of departure? What are key differences and similarities related to advertising research in Europe?
The first symposium of the Advertising Research Temporary Working Group of ECREA welcomes contributions that address these questions from a variety of research perspectives. Object of this inaugural symposium is a synoptic view of the current status of advertising research in communication and media research on an international level.

Guidelines for Contributions
This symposium will consider both theoretical and empirical papers in form of abstracts for double blind peer reviews. The conference also welcomes panel proposals consisting of 4 presentations.

Authors should provide a 500-words abstract for a single paper proposal. Please note the author names and affiliations on an extra cover sheet followed by an anonymised abstract page.

In all cases the panel proposals should consist of a panel abstract (500 words), in combination with abstracts for each of the individual presentations (500 words). Complete panel proposals only - consisting of 4 papers and a panel abstract - are considered for presentation. No more or less than 4 presentations should form a panel proposal. The proposals should indicate a panel chair or respondent.

All contributions should be submitted electronically in Microsoft Word, Rich Text Format, or PDF format to: submission@advertising-research.org

Submitted abstracts preferably conform to APA 5th reference style.

The conference language is English.

Important Dates
Submission deadline for abstracts (paper and panel proposals):
15th of January 2012, 24.00 CET

Notification of acceptance (paper and panel proposals):
15th of February 2012

Conference Registration and Reception:
13th of June 2012

Conference Days:
14th -15th of June 2012

Call for Papers
II International Conference on
COMMUNICATION, COGNITION AND MEDIA:
POLITICAL AND ECONOMIC DISCOURSE
September 19-21, 2012

Catholic University of Portugal
Braga, Portugal
http://www.cicom2012.org
Call deadline: March 31, 2012
Contact: cicom2012@gmail.com

Plenary speakers
Mats Alvesson (Lund University, Sweden)
Patrick Charaudeau (Universite Paris 13, CNRS, France)
The Conference aims to promote interdisciplinary research into the cognitive, socio-cultural, functional-pragmatic, linguistic and semiotic dimensions of political and economic discourse, organizational and businesses discourse, including their various, new and traditional genres and underlining empirical methodologies. It brings together Critical Discourse Analysis and Communication Studies traditions, the Cognitive Linguistics paradigm and other cognitively and socially oriented approaches to political and economic discourse.

Within this sociocognitive and interdisciplinary context of research into political and economic discourse, papers are invited on the following (non exclusive) themes and topics:

- conceptual metaphor and metonymy, image schemas and conceptual blending in political and economic discourse
- cognitive frames and cultural cognitive models in political and economic communication
- construal and perspectivization operations (profiling, salience, distribution of attention, force dynamics, intersubjectivity) and their semantic, grammatical and pragmatic expressions within political and economic discourse
- overt and covert, conscious and unconscious ideologies in political and economic discourse, sociopolitical and socio-economic ideologies, ideologies of crosscultural otherness
- discursive representations of national, ethnic, collective and corporate identities
- psychological, linguistic and semiotic strategies for manipulation in political and economic discourse
- political and economic rhetoric; corporate promotional communication; structures and strategies of argumentation, persuasion and propaganda
- traditional and new genres in political, economic, business and organizational communication; political speeches, campaigns, debates, interviews, elections, talk shows, blogs, parliamentary discourses; public relations, advertising, marketing, management, customer chat forums; new hybrid genres in the Internet
- multimodality in political and economic/business communication
- interplay between political and economic communication, interdiscursivity and intertextuality, political economy and economic politics
- the media agents in political and economic discourse; political and economic journalism, advertising and marketing
- language variation and change and crosscultural variation in political and economic discourse
- globalization and localization of political and economic discourse; supra-national, corporate and sub-national political and economic organizations
- discursive legitimization of political and economic power; political polarization, socio-economic Darwinism, and economic imperialism
- perception of political and economic actors; social attitudes to political and economic discourse
- political and economic systems, political and economic behavior, public policies, political and economic audiences
- immigration, multiculturalism, racism and ethnic or nationalist conflicts
- corpus analysis of political and economic discourse and the implementation of advanced quantitative and multivariate techniques
- language training of politicians, economists and business people.

For further information, please visit the conference website
http://www.cicom2012.org
International Symposium Communication in the Millennium
Organized by Association of Turkish and American Communication Scholars
(ATACS)

In Cooperation with University of Texas at Austin (U.S.A.), Anadolu University (Turkey), Istanbul University (Turkey)

Hosted by Istanbul University, Faculty of Communication (Turkey)

Dates:
May 24-26, 2012

Location:
Istanbul (Turkey)

The Association of Turkish and American Communication Scholars (ATACS) seeks abstracts for the International Symposium Communication in the Millennium. The association welcomes original papers on a variety of topics, including Communication Theory and Communication Studies, Public Relations and Advertising, Journalism, New Technologies, Cinema-TV and Broadcast, Ethics, Communication Education.

Other topics will be considered if space is available in the program.

Communication in the Millennium is an annual, peer-reviewed international symposium. The participants of the symposium submit their abstracts via our web page. The abstracts that will be presented in the symposium are selected by the evaluation process.

Evaluation process... Each abstract is sent to at least three or a maximum of six referees who are the members of the scientific committee of the year and announced their names in the web page after the end of each year's evaluation process. The certain list of the each year is announced at the end of evaluation process. The list of scientific committee seen in the web site is the list of previous year.

Evaluation categories... The evaluation process takes place via Internet without seeing any information about the authors. The evaluation categories are such as "Introduction to the topic and review of the literature, methodology, importance, attractiveness, interest, scarceness, timeliness of the issue, and overall evaluation".

Referees evaluate each category within a scale from 0 to 10. The abstracts which get a final average of 7 points from 10, get right to be presented in the symposium.

Publication... And the only presented papers, which are convenient for the "full paper publication rules" are published in the CD and the web page of the symposium at the end of the process.

PhD Roundtable...It will give opportunity to new doctoral graduates tos hare their dissertations

Symposium awards...
Best papers... Those whose full papers are presented into the symposium will also be reviewed by the award committee for the top three papers of the symposium.

Best presentations... In addition, the top three presentations made at the symposium will also be recognized.

Recipients of both the top three papers and top three presentations will receive a certificate on the final day of the symposium.

About the Association of Turkish and American Scholars (ATACS)
The international symposium Communication in the Millennium has been organized since 2003 by scholars in Turkey and the United States, and each year the symposium organizers have noticed increasing interest in this academic event. Because of this interest, the co-founders and the organization committee of this symposium decided to form an association where both countries' scholars are represented.

The mission of the ATACS is to advance the communication profession in both countries through well-grounded academic research and to foster communication academics' cooperation. The Communication in the Millennium is the established ATACS project, but the association will be working on different projects to serve its mission in the near future.

Symposium Objectives and Scope

The world is getting smaller with high technology-based communication systems. This also brings people together. Communication scholars, especially, should be close to one another and this is why we are gathering them and preparing a platform for discussion. The aim of this symposium is to establish and continue an international multidisciplinary forum for the development of innovative dialogue between Turkish and American scholars. This symposium serves a number of purposes:

- The main purpose is to establish a meeting ground for a dialogue between the Turkish and American communication scholars. The international symposium rotates between the two countries. Although the cooperation is mainly between two countries scholars, other countries' scholars are welcomed to this symposium as well, as in the previous ones.
- Secondly, popular and main issues of the communication field in the new millennium will be discussed.
- And with this dialogue, future projects and comparative studies will be developed.
- The symposium aims to foster and promote work that is intended to make a constructive contribution to the communication field and its development.

The symposium welcomes work of scholars and graduate students in the communication field.

Suggested sessions

- Communication Theory and Research
- Agenda-Setting Studies
- Cultural & Critical Studies
- Political Communication
- Media and Technology / Communication Technology
- Media Literacy & Media Education
- Cinema, TV & Radio
- Advertising
- Public Relations
- Media Ethics
- Media Law

Important Dates

Notification of the scholar/s about the accepted papers: February 17, 2012.


For Further Information:
Prof. Dr. Suat Gezgin
Conference Pre-Call: ECREA's 4th European Communication Conference

ECREA and ILAD (Turkish Communication Research Association) will organize the 4th European Communication Conference in partnership with Istanbul Bilgi University. The conference will take place in Istanbul from 24 to 27 October 2012 and will emphasize "Social Media, Global Voices" as a theme.

The call for proposals will be launched on the 1st of December 2011 and will close on 28 February 2012.

Proposals for panels, and for individual papers and posters, can (from 1 December 2011 until 28 February 2012) be submitted to one of the 17 ECREA sections (see this URL for an overview of the section: http://www.ecrea.eu/divisions/section) through the conference website at http://www.ecrea2012istanbul.eu.

Prof. Dr. Nurcay Turkoglu
Host Organizer
nurcay@ecrea2012istanbul.eu

Available Positions and Other Advertising

WEILL CORNELL MEDICAL COLLEGE
Office of the Dean
Editorial Specialist

Provides executive level writing, research and editing support the Office of the Dean; researches, develops and refines concise and timely communication materials including speeches and presentations, newspaper and magazine articles, speaking points and high level complex correspondence to various stakeholders, elected officials, donors, faculty, students, staff and alumni;
on behalf and in consultation with the Dean will research and draft speeches and keynote addresses for variety of audiences on topics related to Weill Cornell Medical College; prepares remarks for ceremonies, receptions, memorials and events; researches and writes regular contributions to Weill Cornell publications; prepares speeches and talks to Alumni, Faculty, Staff and Students; researches and prepares material for various lectures; drafts and or edits quotations to be attributed to the Dean in news releases, brochures, admissions materials or other university publications.

Bachelor's degree and five to ten years of demonstrated experience in academic writing, editorial project management required; Master's degree preferred; must be familiar with manuscript editing and academic publication procedures; previous experience in higher education or healthcare highly desired; proficient in Microsoft Office Suite, and scientific literature search; excellent organization, written and communication skills.

Please use our on-line application system and submit a cover letter and resume at:

http://weill.cornell.edu/hr

Please refer to Job Number 16238.

Only applicants selected for interviews will be contacted.

EOE/M/F/D/V

Founded in 1898, and affiliated with what is now New York-Presbyterian Hospital since 1927, Weill Cornell Medical College is among the top-ranked clinical and medical research centers in the country. In addition to offering degrees in medicine, Cornell also has Ph.D. programs in biomedical research and education at the Weill Graduate School of Medical Sciences, and with neighboring Rockefeller University and the Sloan-Kettering Institute, has established a joint MD-PhD. program for students to intensify their pursuit of Cornell's triple mission of education, research, and patient care.

Weill Cornell Medical College’s educational mission emphasizes the importance of combining a strong foundation in the medical sciences with extensive clinical training in patient care. By promoting a true social commitment, stimulating creativity, and fostering independent thought and study, Weill Cornell Medical College continues to cultivate the best of tomorrow's leaders in the field of medicine.

Weill Cornell Medical College is an equal opportunity, affirmative action educator and employer.

Apply Here: http://www.Click2apply.net/d6jyw0c4

WESTERN WASHINGTON UNIVERSITY
Department of Communication
Assistant Professor, Media Studies

The Department of Communication at Western Washington University (WWU) invites applications for a tenure-track Assistant Professor of Media Studies. Starting date is September, 2012. We seek a colleague who specializes in Media Studies and also possesses the qualifications to teach at least one of the following required classes: Communication Theory; Communication Research Methods; and/or Ethics in Communication. Required qualifications include: Communication Ph.D. completed no later than December 31, 2012; evidence of successful undergraduate teaching; demonstrated commitment to an active program of scholarship. Preferred: Demonstrated ability to work with a diverse group of students and faculty; evidence of commitment to university and community service. View full announcement, including all qualifications, responsibilities and application procedures at [https://jobs.wwu.edu/JobPostingsBrowse.aspx?CatID=85]. Review of applications will begin January 2, 2012; position open until filled. For further info contact Margie Hovde at 360-650-2294 or Margie.Hovde@wwu.edu.
CLEVELAND STATE UNIVERSITY  
School of Communication  
College Lecturer/College Associate Lecturer

The School of Communication invites applications for a renewable, one-year College Lecturer/College Associate Lecturer position beginning August 20, 2012 and ending May 15, 2013. The position requires specialization in mass communication theory, media effects and research methods. Candidates with ability to teach media writing, film/video, new media technologies, international/intercultural communication are desirable. M.A. in Communication or related disciplines is required for appointment as College Lecturer and a Ph.D. in Communication or related disciplines for College Associate Lecturer. Degree must be in hand by July 1, 2012. Preference will be given to candidates who have experience and demonstrated effectiveness in teaching undergraduate communication courses. Normal teaching load is up to 16 credit hours (four courses) per semester. There may be opportunities for summer teaching, plus competitive fringe benefits. The position is annually renewable for an additional five years based on satisfactory performance, programmatic needs and university financial resources. After a comprehensive sixth year review, the appointee will be eligible for two successive three-year appointments and six year appointments thereafter. Applicants should send a letter of interest, curriculum vitae, evidence of teaching ability, and three letters of reference (under separate cover) to Dr. Anup Kumar, Chair Search Committee, College Lecturer Position, School of Communication, Cleveland State University, 2121 Euclid Ave. Cleveland OH 44115. Evidence of effective teaching must be demonstrated at the time of interview. Review of applications will begin on January 17, 2012 and continue until the position is filled. Hiring is contingent on maintaining existing levels of funding from the State. [Cleveland State University is a major public urban university with a diverse population of 18,000 students.] Cleveland State University is an affirmative action, equal opportunity employer. Minorities, women, and persons with disabilities are encouraged to apply.

UNIVERSITY OF MELBOURNE, AUSTRALIA  
School of Culture & Communication, Faculty of Arts  
Lecturer - Quantitative Media Research

Salary: AUD$81,925 - AUD$97,283 p.a. (pro rata) plus 17% superannuation

Media and Communications at the University of Melbourne was ranked by the Australian Research Council in 2011 as ‘world class’. Our courses reflect this international standing.

We train students for careers in the fast-changing professional areas of digital, broadcast, print and mobile communication. We equip students with an in-depth understanding of the changing nature of media industries and professional practices in the contemporary world and of how these industries inform diverse social, cultural and political processes at global to local levels. Our program seeks to fill a 0.5 FTE Level B position for three years in the area of quantitative media research. An important outcome of the position is that of curriculum development.

In this role you will assist the Media and Communications program in developing subjects in both the undergraduate postgraduate levels. You will be expected to have expertise in the area of quantitative media research, including data collection, statistical analysis and evaluation procedures. A background in social sciences is highly desirable.

Employment Type: Part-time 0.5FTE (fixed-term) position available for three years Jan 2012 to Dec 2014

Enquiries only to: A/Prof Ingrid Volkmer, Head, Media & Communications Program Tel +61 3 8344
**Close date:** 18 December 2011

For position information and to apply online go to www.hr.unimelb.edu.au/careers, click on 'Job Search' and search under the job title or job number 0027852.